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ABSTRACT

In 1990, the World Conference on Education for All renewed the world's commitment to ensuring the rights of all people to education and knowledge. This theme issue of the "Coordinator's Notebook" introduces the Education for All initiative and surveys what has been done (and needs to be done) to address the education needs of young children and their families. The notebook first presents excerpts from the World Declaration on Education for All and the Framework for Action to Meet Basic Learning Needs, both adopted at the Conference. "Educating Young Children: A Broader Vision" (John Bennett) then evaluates the response to the Education for All initiative, and identifies further types of intervention needed; a bibliography is included. "Creating the Foundation Stones for Education for All" (Robert G. Myers) summarizes actions to date and those scheduled for the near future to promote world-wide attention to early childhood and family development. "Case Studies" (Judith L. Evans and Robert G. Myers) presents programs showing how governments can support early childhood programming, with three programs developed in direct response to local needs and expanded with available resources. The three programs are a family day care model in Venezuela, a preschool program in Kenya, and a parent education program in the Philippines. (TM)

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THE WORLD DECLARATION ON EDUCATION FOR ALL

Meeting Basic Learning Needs

In 1990 an important conference, titled the World Conference on Education for All (WCEFA), was convened in Jomtien, Thailand by the World Bank, UNESCO, UNICEF and UNDP. The conference brought together some 1500 people representing 155 governments, 33 intergovernmental bodies, and 125 non-governmental organizations (NGOs), institutes, and foundations. Organized in response to the widespread concern over the deterioration of education systems during the 1980s, the Conference concluded with the unanimous adoption of the "World Declaration on Education for All" and endorsed a "Framework for Action to Meet Basic Learning Needs."[1] Through these two texts, the world community renewed its commitment to ensuring the rights of all people to education and knowledge.

Two things were unique about this initiative:

1. *The breadth of its definitions of what is needed to make education available to all.* In addition to calling for universal access to schooling for all children, the declaration reaffirms that "every person—child, youth and adult—[should] be able to benefit from educational opportunities designed to meet their basic learning needs." These include "both essential learning tools, such as literacy, oral expression, numeracy and problem solving, and the basic learning content (knowledge, skills, values and attitudes) required by human beings to be able to survive, to develop their full capacities, to live and work in dignity, to participate fully in development, to improve the quality of their lives, to make informed decisions, and to continue learning."

The declaration reflects its grounding in the realities of people's diverse needs by affirming that: "the scope of basic learning needs and how they should be met varies with individual countries and cultures, and inevitably changes with the passage of time."

The Declaration affirms the importance of early learning, by stating that "learning begins at birth. This calls for early childhood care and initial education. These can be provided through arrangements involving families, communities, or institutional programs, as appropriate."

2. *Its focus on action.* Countries were encouraged to formulate specific plans and policies based on the Framework for Action. To maintain the momentum generated at the WCEFA, an International Consultative Forum on EFA was established to promote and monitor the EFA goals and to facilitate information-sharing among countries, agencies and NGOs. The Forum Secretariat, based at UNESCO headquarters, is charged with global monitoring and promotion activities, and with organizing further meetings, publishing a bulletin, and maintaining a database on EFA indicators and activities. (See Related Resources for information on these).

As part of the action initiative, the Consultative Group Secretariat and most of the CG sponsoring members have played an active role in promoting EFA-inspired policies and projects supporting young children, and their families and communities.

This issue of the Coordinators' Notebook offers an introduction to the Education For All initiative, and a survey of what has been done (and needs to be done) to address the education needs of young children and their families. We are reproducing below some excerpts from the original "World Declaration on Education For All" and "Framework for Action to Meet Basic Learning Needs." John Bennett's article, "Educating Young Children: A Broader Vision" examines the implications for young children and their families of the broader definition of basic education set forth in the Declaration. Robert Myers' report on the follow-up efforts to Jomtien, presents a summary of actions to date, and actions scheduled for the near future to promote greater attention to early childhood and family development worldwide.

The newest CG publication, a booklet titled "Meeting Basic Learning Needs" will be sent along with this issue of the Notebook. (More copies are available upon request from the CG Secretariat). It lays forth the basic arguments in favor of early childhood programming, outlines effective programme strategies and structures, and presents several relevant case studies.

The document exerpted below was adopted by the World Conference on Education for All, March 1990 in Jomtien, Thailand.

World Declaration on Education For All: Meeting Basic Learning Needs

PREAMBLE

More than 40 years ago, the nations of the world, speaking through the Universal Declaration of Human Rights, asserted that "everyone has a right to education". Despite notable efforts by countries around the globe to ensure the right to education for all, the following realities persist:

- More than 100 million children, including at least 60 million girls, have no access to primary schooling;
- More than 960 million adults, two-thirds of whom are women, are illiterate, and functional illiteracy is a significant problem in all countries, industrialized and developing;
- More than one-third of the world's adults have no access to the printed knowledge, new skills and technologies that could improve the quality of their lives and help them shape, and adapt to, social and cultural change; and
- More than 100 million children and countless adults fail to complete basic education programmes; millions more satisfy the attendance requirements but do not acquire essential knowledge and skills.

At the same time, the world faces daunting problems, notably: mounting debt burdens, the threat of economic stagnation and decline, rapid population growth, widening economic disparities among and within nations, war, occupation, civil strife, violent crime, the preventable deaths of millions of children and widespread environmental degradation. These problems constrain efforts to meet basic learning needs, while the lack of basic education among a significant proportion of the population prevents societies from addressing such problems with strength and purpose.

These problems have led to major setbacks in basic education in the 1980s in many of the least developed countries. In some other countries, economic growth has been available to finance education expansion, but even so, many millions remain in poverty and unschooled or illiterate. In certain industrialized countries, too, cutbacks in government expenditure over the 1980s have led to the deterioration of education.

Yet the world is also at the threshold of a new century, with all its promise and possibilities. Today, there is genuine progress toward peaceful detente and greater cooperation among nations. Today, the essential rights and capacities of women are being realized. Today, there are many useful scientific and cultural developments. Today, the sheer quantity of information available in the world—much of it relevant to survival and basic well-being—is exponentially greater than that available only a few years ago, and the rate of its growth is accelerating. This includes information about obtaining more life-enhancing knowledge—or learning how to learn. A synergistic effect occurs when important information is coupled with another modern advance—our new capacity to communicate.

These new forces, when combined with the cumulative experience of reform, innovation, research and the remarkable educational progress of many countries, make the goal of basic education for all—for the first time in history—an attainable goal.

Therefore, we participants in the World Conference on Education for All, assembled in Jomtien, Thailand, from 5 to 9 March, 1990:

Recalling that education is a fundamental right for all people, women and men, of all ages, throughout the world;

Understanding that education can help ensure a safer, healthier, more prosperous and environmentally sound world, while simultaneously contributing to social, economic, and cultural progress, tolerance, and international cooperation;

Knowing that education is an indispensable key to, though not a sufficient condition for, personal and social improvement;

Recognizing that traditional knowledge and indigenous cultural heritage have value and validity in their own right and a capacity to both define and promote development;

Acknowledging that, overall, the current provision of education is seriously deficient and that it must be made more relevant and qualitatively improved, and made universally available;

Recognizing that sound basic education is fundamental to the strengthening of higher levels of education and of scientific and technological literacy and capacity and thus to self-reliant development; and

Recognizing the necessity to give to present and coming generations an expanded vision of, and a renewed commitment to, basic education to address the scale and complexity of the challenge;

proclaim the following

World Declaration on Education for All: Meeting Basic Learning Needs

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EDUCATION FOR ALL: THE PURPOSE

ARTICLE 1 Meeting Basic Learning Needs

1. Every person—child, youth, and adult—shall be able to benefit from educational opportunities designed to meet their basic learning needs. These needs comprise both essential learning tools (such as literacy, oral expression, numeracy, and problem solving) and the basic learning content (such as knowledge, skills, values, and attitudes) required by human beings to be able to survive, to develop their full capacities, to live and work in dignity, to participate fully in development, to improve the quality of their lives, to make informed decisions, and to continue learning. The scope of basic learning needs and how they should be met varies with individual countries and cultures, and inevitably, changes with the passage of time.

2. The satisfaction of these needs empowers individuals in any society and confers upon them a responsibility to respect and build upon their collective cultural, linguistic, and spiritual heritage, to promote the education of others, to further the cause of social justice, to achieve environmental protection, to be tolerant towards social, political and religious systems which differ from their own, ensuring that commonly accepted humanistic values and human rights are upheld, and to work for international peace and solidarity in an interdependent world.

3. Another and no less fundamental aim of educational development is the transmission and enrichment of common cultural and moral values. It is in

these values that the individual and society find their identity and worth.

4. Basic education is more than an end in itself. It is the foundation for lifelong learning and human development on which countries may build, systematically, further levels and types of education and training.

EDUCATION FOR ALL: AN EXPANDED VISION AND A RENEWED COMMITMENT

ARTICLE 2 Shaping The Vision

1. **To serve the basic learning needs of all requires more than a recommitment to basic education as it now exists. What is needed is an "expanded vision" that surpasses present resource levels, institutional structures, curricula, and conventional delivery systems while building on the best in current practices.** New possibilities exist today which result from the convergence of the increase in information and the unprecedented capacity to communicate. We must seize them with creativity and a determination for increased effectiveness.

2. As elaborated in Articles 3-7, the expanded vision encompasses:

- Universalizing access and promoting equity;
- Focussing on learning;
- Broadening the means and scope of basic education;
- Enhancing the environment for learning;
- Strengthening partnerships.

3. The realization of an enormous potential for human progress and empowerment is contingent upon whether people can be enabled to acquire the education and the start needed to tap into the ever-expanding pool of relevant knowledge and the new means for sharing this knowledge.

ARTICLE 3 Universalizing Access And Promoting Equity

1. **Basic education should be provided to all children, youth and adults.** To this end, basic education services of quality should be expanded, and consistent measures must be taken to reduce disparities.

2. For basic education to be equitable, all children, youth and adults must be given the opportunity to achieve and maintain an acceptable level of learning.

3. The most urgent priority is to ensure access to, and improve the quality of, education for girls and women, and to remove every obstacle that hampers their active participation. All gender stereotyping in education should be eliminated.

4. An active commitment must be made to removing educational disparities. Underserved groups—the poor; street and working children; rural and remote populations; nomads and migrant workers; indigenous people; ethnic, racial, and linguistic minorities; refugees; those displaced by war; and people under occupation—should not suffer any discrimination in access to learning opportunities.

5. The learning needs of the disabled demand special attention. Steps need to be taken to provide equal access to education to every category of disabled persons as an integral part of the education system.

ARTICLE 4 Focussing On Learning Acquisition

Whether or not expanded educational opportunities will translate into meaningful development—for an individual or for society—depends ultimately on whether people actually learn as a result of those opportunities, i.e., whether they incorporate useful knowledge, reasoning ability, skills, and values. The focus of basic education must, therefore, be on actual learning acquisition and outcome, rather than exclusively upon enrollment, continued participation in organized programmes and completion of certification requirements. Active and participatory approaches are particularly valuable in assuring learning acquisition and allowing learners to reach their fullest potential. It is, therefore, necessary to define acceptable levels of learning acquisition for educational programmes and to improve and apply systems of assessing learning achievement.

ARTICLE 5 Broadening The Means And Scope Of Basic Education

The diversity, complexity, and changing nature of basic learning needs of children, youth and adults necessitates broadening and constantly redefining the scope of basic education to include the following components:

- *Learning begins at birth.* This calls for early childhood care and initial education. These can be provided through arrangements involving families, communities, or institutional programmes, as appropriate.
- *The main delivery system for the basic education of children outside the family is primary schooling.* Primary education must be universal, ensure that the basic learning needs of all children are satisfied, and take into account the culture, needs and opportunities of the community. Supplementary alternative programmes can help meet the basic learning needs of children with limited or no access to formal schooling, provided that they share the same standard of learning applied to schools, and are adequately supported.
- *The basic learning needs of youth and adults are diverse and should be met through a variety of delivery systems.* Literacy programmes are indispensable because literacy is a necessary skill in itself and the foundation of other life skills. Literacy in the mother-tongue strengthens cultural identity and heritage. Other needs can be served by: skills training, apprenticeships, and formal and non-formal education programmes in health, nutrition, population, agricultural techniques, the environment, science, technology, family life, including fertility awareness, and other societal issues.

• *All available instruments and channels of information, communications and social action could be used to help convey essential knowledge and inform and educate people on social issues.* In addition to the traditional means, libraries, television, radio and other media can be mobilized to realize their potential towards meeting basic education needs of all.

These components should constitute an integrated system—complementary, mutually reinforcing, and of comparable standards, and they should contribute to creating and developing possibilities for lifelong learning.

ARTICLE 6 Enhancing The Environment For Learning

Learning does not take place in isolation. **Societies, therefore, must ensure that all learners receive the nutrition, health care, and general physical and emotional support they need in order to participate actively in and benefit from their education.** Knowledge and skills that will enhance the learning environment of children should be integrated into community learning programmes for adults. The education of children and their parents or other caretakers is mutually supportive and this interaction should be used to create, for all, a learning environment of vibrancy and warmth.

ARTICLE 7 Strengthening Partnerships

National, regional, and local educational authorities have a unique obligation to provide basic education for all, but they cannot be expected to supply every human, financial or organizational requirement for this task. New and revitalized partnerships at all levels will be necessary: partnerships among all sub-sectors and forms of education, recognizing the special role of teachers and that of administrators and other educational personnel; partnerships between education and other government departments, including planning, finance, labour, communications, and other social sectors; partnerships between government and non-governmental organizations, the private sector, local communities, religious groups, and families. The recognition of the vital role of both families and teachers is particularly important. In this context, the terms and conditions of service of teachers and their status, which constitute a determining factor in the implementation of education for all, must be urgently improved in all countries in line with the joint ILO/UNESCO Recommendation Concerning the Status of Teachers (1966). Genuine partnerships contribute to the planning, implementing, managing and evaluating of basic education programmes. When we speak of "an expanded vision and a renewed commitment," partnerships are at the heart of it.

Making use of what's available in a refugee camp in Cambodia.

UNICEF/5892/Roger Lemoyne

7

UNICEF/5745/Lauren Goodsmith

EDUCATION FOR ALL: THE REQUIREMENTS

ARTICLE 8 Developing A Supporting Policy Context

1. Supportive policies in the social, cultural, and economic sectors are required in order to realize the full provision and utilization of basic education for individual and societal improvement. The provision of basic education for all depends on political commitment and political will backed by appropriate fiscal measures and reinforced by educational policy reforms and institutional strengthening. Suitable economic, trade, labour, employment and health policies will enhance learners' incentives and contributions to societal development.

2. Societies should also insure a strong intellectual and scientific environment for basic education. This implies improving higher education and developing scientific research. Close contact with contemporary technological and scientific knowledge should be possible at every level of education.

ARTICLE 9 Mobilizing Resources

1. If the basic learning needs of all are to be met through a much broader scope of action than in the past, it will be essential to mobilize existing and new financial and human resources, public, private and voluntary. All of society has a contribution to make, recognizing that time, energy and funding directed to basic education are perhaps the most profound investment in people and in the future of a country which can be made.

2. Enlarged public-sector support means drawing on the resources of all the government agencies responsible for human development, through increased absolute and proportional allocations to basic education services with the clear recognition of competing claims on national resources of which education is an important one, but not the only one. Serious attention to improving the efficiency of existing educational resources and programmes will not only produce more, it can also be expected to attract new resources. The urgent task of meeting basic learning needs may require a reallocation between sectors, as, for example, a transfer from military to

educational expenditure. Above all, special protection for basic education will be required in countries undergoing structural adjustment and facing severe external debt burdens. Today, more than ever, education must be seen as a fundamental dimension of any social, cultural, and economic design.

ARTICLE 10 Strengthening International Solidarity

1. Meeting basic learning needs constitutes a common and universal human responsibility. It requires international solidarity and equitable and fair economic relations in order to redress existing economic disparities. All nations have valuable knowledge and experiences to share for designing effective educational policies and programmes.

2. Substantial and long-term increases in resources for basic education will be needed. The world community, including intergovernmental agencies and institutions, has an urgent responsibility to alleviate the constraints that prevent some countries from achieving the goal of education for all. It will mean the adoption of measures that augment the national budgets of the poorest countries or serve to relieve heavy debt burdens. Creditors and debtors must seek innovative and equitable formulae to resolve these burdens, since the capacity of many developing countries to respond effectively to education and other basic needs will be greatly helped by finding solutions to the debt problem.

3. Basic learning needs of adults and children must be addressed wherever they exist. Least developed and low-income countries have special needs which require priority in international support for basic education in the 1990s.

4. All nations must also work together to resolve conflicts and strife, to end military occupations, and to settle displaced populations, or to facilitate their return to their countries of origin, and ensure that their basic learning needs are met. Only a stable and peaceful environment can create the conditions in which every human being, child and adult alike, may benefit from the goals of this Declaration.

[1] UNESCO, 1990, see Related Resources.

We, the participants in the World Conference on Education for All, reaffirm the right of all people to education. This is the foundation of our determination, singly and together, to ensure education for all.

We commit ourselves to act cooperatively through our own spheres of responsibility, taking all necessary steps to achieve the goals of education for all. Together we call on governments, concerned organizations and individuals to join in this urgent undertaking.

The basic learning needs of all can and must be met. There can be no more meaningful way to begin the International Literacy Year, to move forward the goals of the United Nations Decade of Disabled Persons (1983-92) the World Decade for Cultural Development (1988-97), the Fourth United Nations Development Decade (1991-2000), of the convention on the Elimination of Discrimination against women and the Forward Looking Strategies for the Advancement of Women, and of the Convention on the Rights of the Child. There has never been a more propitious time to commit ourselves to providing basic learning opportunities for all the people of the world.

We adopt, therefore, this **World Declaration on Education for All: Meeting Basic Learning Needs** and agree on the **Framework for Action to Meet Basic Learning Needs**, to achieve the goals set forth in this Declaration.

UNICEF Sean Sprague

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EDUCATING YOUNG CHILDREN: A Broader Vision

JOHN BENNETT
Coordinator Early Childhood and Family Programmes
UNESCO[1]

The Jomtien World Conference on Education for All (WCEFA), convened in 1990, was an attempt to improve education, especially in developing countries. Its basic message was that developing countries and international agencies should confront the problem of illiteracy and educational decline by concentrating energies and investment in basic education.[2]

According to the "Framework for Action to Meet Basic Learning Needs" developed at WCEFA, national basic education would be composed of four pillars:

- a four-year concentrated, primary cycle for all children which would provide basic reading, writing, numeracy and life skills, both family and environmental;
- non-formal education for children and adults not reached by schools, especially women;
- expansion and improvement of early child development, care and education services;
- further teaching of basic knowledge and life skills to all the population through the use of the various communication channels.

What is unique about this initiative is that the definition of basic education is broader and more attuned to the realities of people's lives than earlier attempts to address these issues. Thus, although calling for educational investments in the primary cycle where the bases of literacy and numeracy are laid, the Jomtien initiative also provides an enlarged vision of national education. Education should reach out to all sections of society, should use non-formal approaches where necessary, and, in the case of early childhood, should include social inputs and community-based approaches.

The initiative goes beyond asking countries (and donors) to invest more money in education—it calls for a comprehensive re-thinking of priorities in defining basic education. This approach represents a clear recognition that the formal schooling model is inadequate, in and of itself, to address all the education needs and to prepare people to address social problems in developing countries.

Despite real success in providing education to growing numbers of children and adults,[3] the outlook at the end of the eighties for education throughout the world was giving rise to serious misgivings. In the developing world, four fifths of the world's children were now surviving their first year of life, and their learning capacity was much diminished by poverty in all its forms. Educational progress made from 1960 to the early 1980s had to a large extent been overtaken by population gains. Over 100 million children did not have access to primary education, and of those who did, almost 50% dropped out before they were really literate or numerate. To add to the difficulties of education ministries, there was the realization that of the non-schooled children, over two-thirds were girls, especially in South East Asia and the Middle East, a factor destined to have serious educational and social consequences for the next generation of children. (UNICEF, 1992)

Although the picture was infinitely better in the industrialized world, the situation was far from ideal. More children than ever were being educated. These children enjoyed greater intelligence, better health and a higher standard of living than ever before in human history. Yet, paradoxically, there was growing dissatisfaction with education, and evidence of a decline in learning achievement. More and more casualties of national education systems were appearing, not only in the growing ranks of barely literate and unemployed youth, but even more seriously, in the spiralling delinquency figures in the poor areas of the large cities. In short, although in Western democracies education reforms had become a common feature of each change in government, they generally failed to achieve the results intended.

Another recommendation made by the Jomtien initiative was that there should be a serious renewal of education management. At the national level, countries following the Education for All (EFA) process should:

- hold regular, national-level policy meetings on EFA;
- create information campaigns to sensitize the public to the importance of basic education;
- adopt concrete and measurable EFA goals;
- formulate a national strategy or national plan of action covering the development of integrated basic education services;
- create a national body with executive responsibility for promoting and coordinating basic education policies, programmes and services;
- increase significantly national investment in basic education;
- hold pledging conferences with donor countries and agencies in order to bring more resources to basic education.

Is the Jomtien approach working?

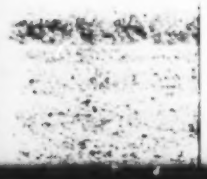
At the level of the international funding agencies, both the World Bank and the United Nations Development Programme (UNDP) have more than doubled their funding of basic education in the developing world. UNICEF has developed its basic education personnel at national level and has created a central unit at headquarters in New York to coordinate educational activities, including early child development. Its funding of basic education has increased from $46 million dollars to $79 million annually.

Similarly, UNESCO has stepped up its funding for basic education bringing it up to $54 million biennially. With UNICEF, it has created a joint committee for EFA, and together both organizations have embarked on several co-operative programmes, including the ambitious *Nine Most Populous Countries Programme*, focussed on the countries in which the great majority of the world's illiterate people live. In addition, an early childhood and family unit was established.

Reaction to Jomtien has been very positive at the country level as well, and has elicited the formulation of EFA goals by over 100 countries. Over half of those countries have launched some sort of information campaign but far fewer countries have yet taken concrete steps to establish a national EFA mechanism or increase the national budget for basic education. There seems to be a trend toward greater investment in basic education, although it is still too early for data to be complete. Hopes are high that many countries will reach one of the major EFA goals of minimum 80% enrollment by the year 2000.

The following examples are taken from UNESCO's "Status and Trends" report, updating progress toward EFA goals, produced by the EFA Consultative Forum Secretariat.

- Costa Rica's national roundtable on EFA brought together the ministries of education, health, labour, planning and agriculture, as well as private and state universities, non-governmental organizations, educational associations, and aid agencies. It led to the preparation of a national action plan to provide literacy and basic skills training for women, literacy campaigns in educationally deprived areas, an integrated early childhood development program, education provision for the disabled, and multicultural, bilingual education for indigenous people.
- Mexico is undertaking a US $100 million non-formal education project aimed at boosting the efficiency and quality of preschool education in ten of the poorest states of the country. By preparing children from poor families for their entrance to primary school and introducing parent education, Mexico hopes to help 1 200 000 children under the age of 4 to learn better.
- The Dominican Republic has launched a plan devoted to *rescuing education*, to get all children between 4 and 15 in school by the year 2000 and to drastically cut the dropout rate. School councils will be set up, parent-teacher associations revived, curricula will be overhauled, and teachers' salaries increased. The education ministry has also started a "breakfast-at-school" programme so every child will be given a morning snack, which should lure them off the streets and back into school.
- In Africa, nine Sahel countries have agreed to tackle their problems in unison. In close dialogue with UNESCO, UNDP, the World Bank and major bilateral donors, this group of countries drew up an action programme to achieve EFA by the year 2000. Through cooperation and joint action in such fields as planning and management, production of learning materials, teacher training and applied research, they intend to overcome their resource constraints and realize important economies of scale.
- Yet another model endeavor is that of a small island country—Mauritius—whose "Education Master Plan" prepared in the wake of Jomtien, has brought together several donors to assist the country to implement it.
- In Asia, where three-quarters of the world's illiterate adults live, political support for basic education has been especially strong. India, for example, is launching several large-scale and long-term projects in the country's most educationally deprived states. In Rajasthan, for example, the Lok Jumbish (People's Mobilization) has been set up to achieve EFA goals in 10 years. The US$7 million programme, of which 50 percent will come from the Swedish International Development Agency (SIDA) and the rest from state and central governments, aims at transferring responsibility for educational management to the village community. Every means, from electronic media to folk theater, are being used, particularly to mobilize women.



12

■ Nepal is striving to universalize primary education by introducing girls' scholarships, improving teacher training programmes and distributing free books. It is also organizing basic education programmes for adults.

■ Pakistan has launched a new national education plan aimed at improving basic education in the country by involving NGOs and the private sector and by increasing participation rates for girls by 8.8 percent per annum (compared to 2.5 percent for boys). Substantial government financing is being provided to ensure the Plan's success.

■ Countries in the North are also taking action. Ireland, for example, is intensifying its efforts to promote literacy for youths and adults by significantly boosting its budget for this purpose. Special attention will be given to those who have basic literacy skills but do not read and write sufficiently to cope in society. Within schools, Ireland is renewing its efforts to identify and support those children with special learning needs. These measures include improving assessment and remedial services and expanding programmes to involve parents. In addition, Ireland, which prior to Jomtien funneled its educational aid exclusively to technical and higher education, has re-examined its policy and now supports several basic education projects in Africa.

■ In line with Jomtien recommendations, the United States set a number of education goals for the year 2000: that all children will start school ready to learn, that at least 90 percent of high school students will graduate, and that all adult Americans will be literate. A National Education Goals Panel has been set up to monitor progress. Also, a non-governmental organization, the U.S. Coalition for Education for All, has been established to promote EFA awareness and action in the country.

UNICEF/5238/Nicole Toutounji

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The preceeding examples notwithstanding, what has arisen so far in response to the EFA initiative is focussed mostly on the four year primary cycle. There are good reasons for this choice. The primary school network already exits and its potential is great if effectively used. Yet this being said, certain disquieting tendencies are emerging:

■ A relative neglect of the three other pillars of basic education, i.e. non-formal education, early child development and media education.

The Jomtien declaration, based on sound and well-documented educational research, recommends action in these three domains, and funding, in fact, is growing slowly. However, a difficulty international agencies encounter when trying to work in these domains is that frequently neither young children nor adults have a Ministry responsible for their education. It is easier for international agencies to work sectorally within an established formal system rather than to launch out into the uncertain waters of non-formal education and early childhood programming. In addition, in countries facing economic austerity, family and community education is notoriously difficult to promote, implement, and evaluate (especially in a context where the media are dominated by commercial concerns).

For this reason, most efforts aimed at young children have been carried out essentially by the major international NGOs in the field of child care and education, such as the Bernard van Leer Foundation and Save the Children. These organizations continue to promote child welfare and parent education through a multitude of cooperative ventures with government and local NGOs. (For additional examples, see the *International Directory of Young Child and Family Institutions*, UNESCO, 1991) Their work has been exemplary in its concentration on the integral development of the child, grass-roots contact, promotion of local expertise, attention paid to community development and social change. (Chetley, 1990)

In the middle of a large boulevard in the eastern city of Lahore, an older man holds informal classes for a group of neighborhood children, while also tending his nearby store.

UNICEF/5370/John Isaac

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On the other hand, most international donor agencies still tend to concentrate on formal systems, despite the knowledge that the formal education approach rarely reaches the more disadvantaged populations effectively.

Developing countries worldwide are beginning to understand the advantages of improving or establishing health and education services for the very young, in which mothers are actively involved. Though such initiatives have much wider implications, they can be supported by education ministries as preparation for successful learning, achievement and schooling. Unfortunately as yet, sufficient investment has not emerged from most of the EFA country strategies, despite the fact that the possibility of establishing low-cost national programmes is real and effective models exist. (Myers, 1992)

Parental and adult education is even more poorly endowed, although it is clear that community mobilization is essential for successful educational intervention in disadvantaged milieux, in which the majority of the world's children live.

■ The inability of education ministries and formal school systems to keep pace with population increases.

World population in 1960 was about three billion people, by the end of the century it will be six billion, and will reach, if present trends continue, ten billion by 2050. In the face of such population pressure one must not be overly pessimistic; the tripling of school enrollments since 1960 shows that where there is a will there is a way. Many developing countries have the capacity, the personnel and, most importantly, the political will to finance adequately and manage effectively their formal education systems.

However, the ability of poorer countries to reform and expand formal educational structures remains in doubt, particularly within a context of rapid population increase, growing unemployment and the impoverishment of families. The evidence suggests that many such countries–and large rural or social pockets within successful countries–will need to rely on non-formal education initiatives for many decades to come in order to cope with growing numbers of children.

■ The persistence of a school model often unsuited to social needs.

Many developing countries, in an effort to maintain continuity and good standards, have made few changes to the education systems established under colonial rule with their equivalencies to the French baccalauréat or the Cambridge certificates. A characteristic of the traditional, centralized primary school system was to isolate children from parents and local communities in order to socialize them in the national culture, language and values as conceived by the State. Emphasis was placed on certain skills useful to the State, e.g. the acquisition of academic facts and skills more useful in industrialized urban settings than in daily rural living.

Although parents and local communities were eager to educate their children, they were not encouraged to be active participants in the process. During the seventies and eighties, this model proved inadequate in most developing countries, and led, in addition, to a breakdown in public esteem for education and the school institution. Buildings deteriorated, teachers remained unpaid, teaching materials and school books fell into short supply. Hence, the call from Jomtien for decentralization of the traditional model, with more emphasis placed on relevance. The danger remains, however, that the traditional model may–from lack of dynamism or political will–linger on and change more slowly than expected. In most countries, administration, teacher recruitment, curricula and evaluations are still heavily centralized and there is little encouragement of local initiative. In terms of curriculum and pedagogy, rather than extending the more pedagogically appropriate early childhood model upward to 8 year olds, governments in many countries will choose to extend downward the formal instructional model for use with 3 - 6 year old children.

The question remains, therefore, how can these weaknesses of public education be overcome, while still striving toward the goal of universal education?

■ The failure to address the question of egalitarian access.

Although tremendous efforts are being made to discourage gender discrimination in school access, it is clear that relatively few countries have managed to ensure educational access and success for girls. This has serious implications, not only for the girls themselves, but for future generations of children who will be mothered by uneducated young women.

Mothers, if they are educated in basic life skills, can dramatically change life for their children and inspire social and economic progress in their communities. Studies of the question suggest that the education of mothers in developing countries is as important in its effect as any other educational enterprise. The educational level of the mother has been linked significantly with falling fertility rates, decreasing infant and mother mortality (Cochrane, et. al, 1980), enhanced levels of infant and child development, and greater social outcomes for children. (King and Hills, 1991)

If one is serious about egalitarian access, intervention programmes need to be put into place for infants and preschool children from disadvantaged milieux. Even by age four, serious inequalities between children have already begun to appear and

assessments reveal developmental delay in large numbers of children from poor or minority backgrounds. It has become apparent, particularly as the multi-cultural nature of the industrial economies has increased, that integrated and culturally appropriate intervention at an earlier level is required if all the children of the nation are to be equally cherished, and costly rehabilitation programmes avoided.

Child quality and learning capacity are much diminished by poverty in all its forms. The consequences of poverty on parents and in turn on their children are now well-documented. They include: poor personal health, low educational attainment including poor knowledge of nutrition, hygiene and health care, social isolation and a tendency to underutilize or have poor access to essential education and health services, a tendency to remain in the poverty trap through long-term unemployment, a tendency to become parents at a younger age, and greater likelihood of having high-risk babies. (World Bank, 1980)

The psychosocial development of children from such a background is frequently inhibited, leaving them branded already at the age of four as slow learners. More seriously, poor prenatal care of mothers, premature or low-weight births, malnutrition and ill-health at the infant stage—all endemic in very poor communities—mark or disable the young child.

A third aspect of access which is often overlooked, not by the Jomtien declaration itself, but in post-Jomtien practice, is that the economic situation in many countries makes education seem impractical to pursue. Even if a government is capable of financing a basic education system, the social and economic benefits for a child who follows the basic four-year cycle are not immediately evident, especially when educational quality at the primary level is poor and does not lead to a place either in secondary education or in the world of work.

For this reason, improving access involves both preparing children for school—through strengthening the care and support they receive—and rethinking schools to be relevant to the community, the society *and* the individuals they serve. Women's education, attention to the conditions of the poor, and recognition of the inter-connections between an educational program and the society it is preparing students to enter are all crucial.

Such measures as pre-natal and follow-up health care for young mothers and their children, child health and immunization, social policies that improve labor conditions, social security schemes, parental leave, day-care and family education services, can no longer be seen as social welfare for poor people. They are in fact a question of far-reaching political choice: the recognition of the family unit as the primary provider and educator of children.

Support for young children and families provides a necessary foundation for Education For All.

Social intervention at the family and community levels, especially through non-formal education initiatives, is not, in our opinion, a luxury item. It is a necessary element in any sound education strategy. This is particularly true in situations dominated by poverty, where a large proportion of children are incapable of benefiting from even excellent instruction when they enter school. In order to improve the active learning capacity[4] of disadvantaged children several types of intervention are needed which go beyond the locus and range of the traditional school.

■ Reaching children through families.

The active learning capacity of a child as he or she enters primary school depends to a great extent on the physical, intellectual and social gains that stem from early experience. Medical, psychological, and educational research shows that the age from conception to 6 (and in particular, prenatal to three) is the critical period in the human development cycle. Nutritional, sensory motor, psychological or cognitive progress made (or deficits incurred) by children in those early years are interactive and cumulative to a much greater extent than ever again in the life cycle.

The problems which cause difficulty in school, such as lack of good health, sight and hearing defects, lack of concentration, low learning ability, and poor self-esteem, are generally rooted by the age of four when children enter kindergarten. Thus, it is necessary to provide family services that actually reach the poor.

Societal breakdown and educational decline are attributed to many causes: to overstretching of education systems, to social change, to badly prepared immigration policies, etc. These factors are real but secondary, in our opinion, to the growing inability of families to supply health, care, mediation[5] (significant interactions) and education to children. This failure is reflected in the growing number of children—even in advanced economies—suffering from short-term hunger, micronutrient deficiencies or protein energy malnutrition.

UNICEF/699/84/HAITI/Nicole Toutounji

Space alone is not adequate.

Many parents are too poor or too busy trying to survive, and do not realize the importance of their role. Many parents do not realize the profound influence that a healthy diet and a secure and regular home environment has on children. They do not know that their own modelling of values, social skills and curiosity about the world is necessary for their children's subsequent success with learning. They are unaware of the impact their talking to children has on language acquisition, mental awareness and problem-solving abilities.

Many young adults lack the confidence, knowledge and means to be good parents. Hence, it is necessary to provide social support for families. This can be accomplished in large part through expanding non-formal[6], parent education programmes and making a conscious effort through the media to raise awareness and knowledge levels of essential life-skills.

■ Reaching children through adequate community services.

Can uneducated parents who live in sordid surroundings, in streets where violence and drug-pushing are the rule, who have neither employment nor self-respect, give education and self-esteem to their children? The answer must be: with great difficulty. Children and families do not exist—or thrive—in a vacuum. They need adequate community services, and in cases of serious neighborhood decay, energetic community intervention. More attention needs to be given to the basic infrastructure in communities, if educational initiatives are to be successful and reach those most in need.

More and more communities must collaborate in the major responsibilities which governments traditionally handled: questions of primary health, the care and education of children, employment, adequate housing, safety and preservation of the environment and attention to the basic needs of all. In fact, as we approach the end of this century, the Welfare State seems to be giving way to a society where families, local communities and NGOs are called to play an important and creative role in providing social support services which the State is reluctant or unable to provide. Obviously, in countries or districts where governmental or municipal services are weak or non-existent, the family and voluntary bodies, such as the NGOs and the churches, play a central role in providing an adequate supportive environment for young children and their families.

■ Reaching children more realistically through the school.

The Education for All initiative has called for a recognition that schools (if they wish to serve all) should be more open to community needs. Research would suggest that the schools need to incorporate the following approaches in order to become truly responsive to those in poverty:

■ a real attention to early child development, and to the idea that child quality and active learning capacity can best be ensured through good parenting and/or quality pre-school. Recent research (Schweinhart et. al, 1993) shows the values of such programmes for children and their necessity for egalitarian access;

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- a broad curriculum that will include as well as the three Rs, knowledge of thinking and life skills, basic personal and social values, relevant career training;
- high-quality, remedial programmes to address learning problems of young children before they become habitual and lead into a cycle of failure and low self-esteem;
- parenting and family support: that is, education offered to parents as well as to children. The school should offer or act as a conduit for community support services, in particular to families in need. Among the more important aims of such programmes must be to provide basic health and nutrition services, to improve the status and educational level of women,[7] to promote the rights of children[8] either in situations of risk or within a particular society, and to train parents to supplement school instruction by giving their children "the inner engines of learning": that is, personal and social skills such as confidence, motivation, caring, common sense, perseverance and a sense of teamwork, which enable children to learn and achieve in the school context. (Rich, 1992)[9]
- a dynamic linking of school, community and local government to tackle questions of social and environmental milieu.

Conclusion

The Jomtien World Conference on Education for All has rightly called attention to improving education through better management and expanded access to primary education systems. In attempting to outline how this might realistically be achieved, it has offered a broader definition, unanimously embraced by the participants, of basic education. Post-Jomtien practice, however, has still failed to embrace the three pillars of the declaration that do not relate directly to formal primary schooling. There are good reasons to believe, however, that in many situations and countries, the call for investment in families and communities, and support for decentralized, nonformal, education initiatives toward parents, may be essential for realistically attaining the goal of education for all.

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[1] The views and opinions expressed by the author are not necessarily those of UNESCO and do not in any way commit the organization.

[2] Although the world illiteracy rate is slowly declining, in absolute terms the number of illiterates continues to increase and may reach one thousand million by the year 2000.

[3] Since 1960, enrollments in primary education have grown from 332 million to 593 million in 1988, an increase mostly taking place in the developing world. For example, in Africa, the enrollment rates for primary schooling doubled in that period. They went from 33% in 1960 to 66% in 1985.

[4] Active learning capacity is defined as the ability of a child at a given moment to learn. This ability is normally mobilized by the child's natural curiosity and wish to model successful adult figures or peers. Numerous impediments combine to impair it, such as organic and functional learning deficiencies, or equally common, negative environments, bad teaching, etc. (Levinger, 1992)

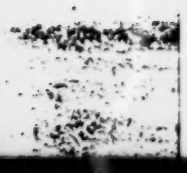
[5] The concept of mediation is taken from R. Feuerstein's theory of instrumental enrichment. (1980) Here, it is used to denote the time spent by parents, adult family members or older children with young children in interactions in which meaning, concepts, life values and problem-solving abilities are transmitted. These elements are the building blocks of all education.

[6] The characteristics of successful nonformal approaches are becoming known: active community/parent involvement, small catchment areas, minimal capital costs, knowledge of local conditions and needs, recruitment of para-teachers from the community, short initial training but continued upgrading and support, simplified curricula with emphasis on learning and life skills, regular external inputs from NGOs or administration. (UNICEF, 1993, Reaching the Unreached)

[7] One of the key solutions to population increase is the education of girls and women, but in many regions of the world, such education must still take place through non-formal, community-based programmes aimed at families.

[8] The Convention on the Rights of the Child has given a real boost to the recognition of the child as an individual with rights both vis-à-vis the family and society at large.

[9] Some of the better conceived early childhood intervention programmes, such as High/Scope, support the development of these social skills as well as more cognitive ones such as language development, seriation, classification, representation, number, sense of time and spatial relations.



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Creating the Foundation Stones for Education for All:

Action Initiatives in Early Childhood Care and Development

ROBERT G. MYERS

"Why invest in programmes of Early Childhood Care and Development as part of a basic education strategy? Before you can build a house, it is necessary to lay foundation stones to support the entire structure. Before a child enters primary school, a similar foundation must be laid. Embedded within their family, their community, and their cultural values, very young children, (from birth to six) need to be supported in the development of the physical, mental, and social abilities that will enable them to survive and thrive in later years. The successful education of the child during its years of schooling depends to a great degree upon the foundation stones laid during the preschool years." (from Meeting Basic Learning Needs)

In the first year and one-half following Jomtien, attention of the EFA Consultative Forum and of the Forum Secretariat was directed toward primary school education and literacy, with little attention to the early childhood part of basic learning and education. The first meeting of the EFA Forum, held in Paris in December 1992, did not include early childhood on the agenda. This oversight was corrected with inclusion of the topic at the Second EFA Forum, held in New Delhi, India from September 8 - 10, 1993. The meeting brought together approximately 120 individuals including resource people and representatives of country, agency and NGO constituencies. The central theme of the meeting, Quality Education for All, was pursued in relation to four main topics: Early Childhood Development; Improving Primary Schooling; Improving Non-formal Education; Financing Quality Basic Education. In addition, there were roundtable discussions dealing with new partnerships in EFA, basic education for girls and women, and the contribution of the media to EFA.

In discussing each of the topics mentioned above, participants were asked to address three cross-cutting themes: gender equality; assessment and monitoring of learning (measuring success); and going to scale.

To prepare for the early childhood portion of the New Delhi Forum, an ad hoc committee was formed. The Bernard van Leer Foundation assumed the role of organizer, assisted by the Secretariat of the Consultative Group on Early Childhood Care and Development. Funding was sought to prepare a handout covering background issues and ECCD strategies (Meeting Basic Learning Needs), case studies (summarized on p.24), and a video (First Steps, see p.35) to support participation in the New Delhi meeting by presenters.

As a result of the New Delhi discussions, the following was read into the record as a statement of intent and in order to highlight several topics that arose as areas of priority during the discussion:

> "During the Forum a group of institutions and individuals concerned with early childhood learning and development met in order to identify key themes and collaborative actions to pursue following the Forum. The purpose of the collaborative actions would be to strengthen policy, planning and implementation of programs directed toward enhanced learning during the early years, better preparing children for school and life.
>
> The Group emphasized the importance of continuing representation of the early childhood area on the Steering Committee of the EFA Forum and in future EFA Fora. We began by identifying lines of action already being pursued by organizations within the Group and took into account suggestions for action that emerged during the Forum, both in the plenary sessions and in informal discussions with participants. Extending collabora-

tive effort was recommended within three general lines of action:

- strengthening human and financial resources;
- strengthening the knowledge and information base;
- linking early childhood development with other program lines.

Examples of priority issues to be worked on were also identified. These include:

- strengthening regional and national centres which support quality in early childhood programs;
- costs and financing;
- development and use of indicators of early development in order to measure progress toward goals;
- collaboration of early childhood programs with primary school programs, adult education and literacy programs, programs directed to girls and women, health and nutrition programs, and community action programs.

To achieve these inter-relationships requires building partnerships. To move these ideas forward, it was decided to call a meeting in early November of an expanded group in order to develop concrete plans of action in these priority areas."

As a result of the New Delhi meeting, Early Childhood is again on the agenda. A general report summarizing progress toward EFA goals (and reflecting the renewed attention to early childhood development) will be available from the EFA Consultative Forum Secretariat in early 1994 (see Related Resources).

The questions we are now asking include:

What can be done to move beyond the rhetoric of the meeting?

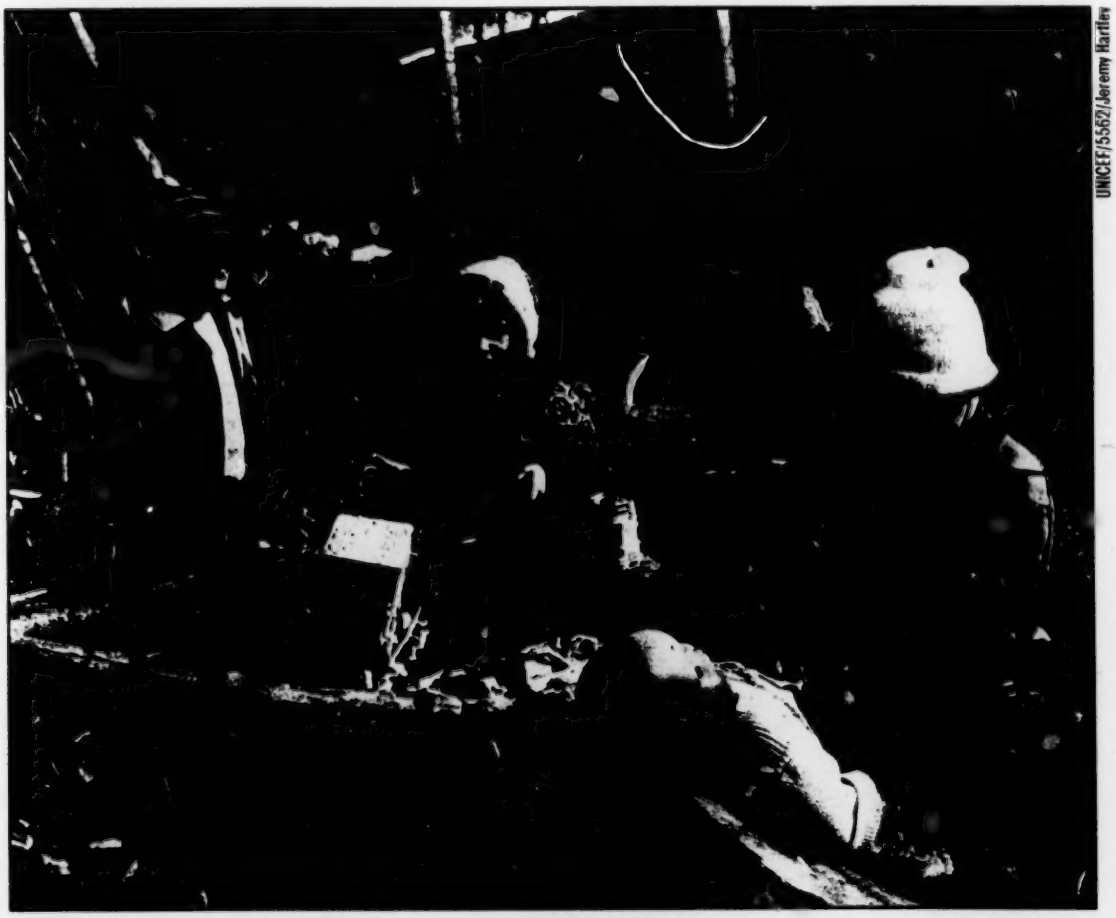
What can be done to strengthen actions now being planned or carried out?

What can be done to extend the growing, but still weak, attention to early learning and development within the priorities and budgets of organizations at international, national and local levels?

What needs to be done that is not being done?

How can limited resources be used more effectively?

Learning is enriched by the use of materials found in the environment.



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21

Children of brick makers attend classes in an open-air school that UNICEF supplies with materials, in Manga Mandi, a poor neighborhood in the eastern city of Lahore. UNICEF/5367/John Isaac

To address these questions, and to formulate a more concrete plan of action, the follow-up meeting mentioned above was held in New York, hosted by UNICEF, November 3-4, 1994.

The New York Meeting on ECCD

The general purpose of the meeting was to promote working together in common cause in order to activate and strengthen work in the field of early childhood development. The specific purposes of the meeting were:

1. To identify areas within the field of early childhood care and development that need to be strengthened or extended (beginning with those suggested at the New Delhi meeting).

2. To suggest concrete activities that are being (or could be) carried out in order to strengthen the field, in line with purpose No. 1.

3. To identify partners in the task of improving and extending programs of early childhood care and development.

4. To arrange a mechanism (mechanisms) for mobilizing, monitoring, summing up and extracting lessons learned from activities.

Representatives from the following organisations were present for the discussion: UNICEF, the World Bank, USAID, the Bernard van Leer Foundation, Save the Children/USA, the Christian Children's Fund, High/Scope Foundation, the Consultative Group on ECCD, and The US Coalition for EFA.

A set of background notes was prepared for the meeting, including an analysis of responses to a questionnaire distributed prior to the meeting in which organizations indicated their priorities and plans.

The background document also included information on earlier EFA meetings, some questions to guide discussion, as well as a cautionary note pointing out that although early childhood development now seems to be actively on the agenda of many organizations and although considerable strides have been made since Jomtien, a great deal remains to be done. This position was backed by evidence that top officials and writers of the "World Reports" produced by the four major organizations that sponsored Jomtien have not yet incorporated early childhood development into the mainstream of their thinking.

22 BEST COPY AVAILABLE

Discussion began with efforts to specify what the group would like to see happen as a result of formulating a larger, collaborative vision and a Plan of Action. It moved quickly to how that might be done. Most of the meeting time was spent on discussion of specific issues and activities, which appear (or are reflected) in the action plan outlined in Table 1.

Identification of priority issues and areas for work

As a starting point, the participants turned to issues identified during the New Delhi meeting. These were:

- strengthening regional and national centres
- costs and financing
- indicators/monitoring
- linking early child development initiatives with primary schooling, health, adult education and women's programs.

Two other topics were added to the list, based on the original Jomtien declaration:

- social communication
- fundamental research.

A Plan of Action

For each of the priority issues, participants first indicated what their respective organizations were doing to address the issue and/or indicated the level of organizational interest in cooperating with others to address the issue. Based on this discussion it was possible, for each issue, to identify activities that could be completed over the next two years, specify who would participate, describe expected outcomes, and indicate the uses to which the outcomes would be put over the longer haul.

Although the initial time frame for the activities chosen is approximately two years, some activities are of shorter duration and will be used to mobilize interest and support over a longer period with respect to each area.

Assignment of Responsibilities

Each organization took responsibility for leadership in one or more of the priority areas set out. (The responsible organisations are marked with an *)

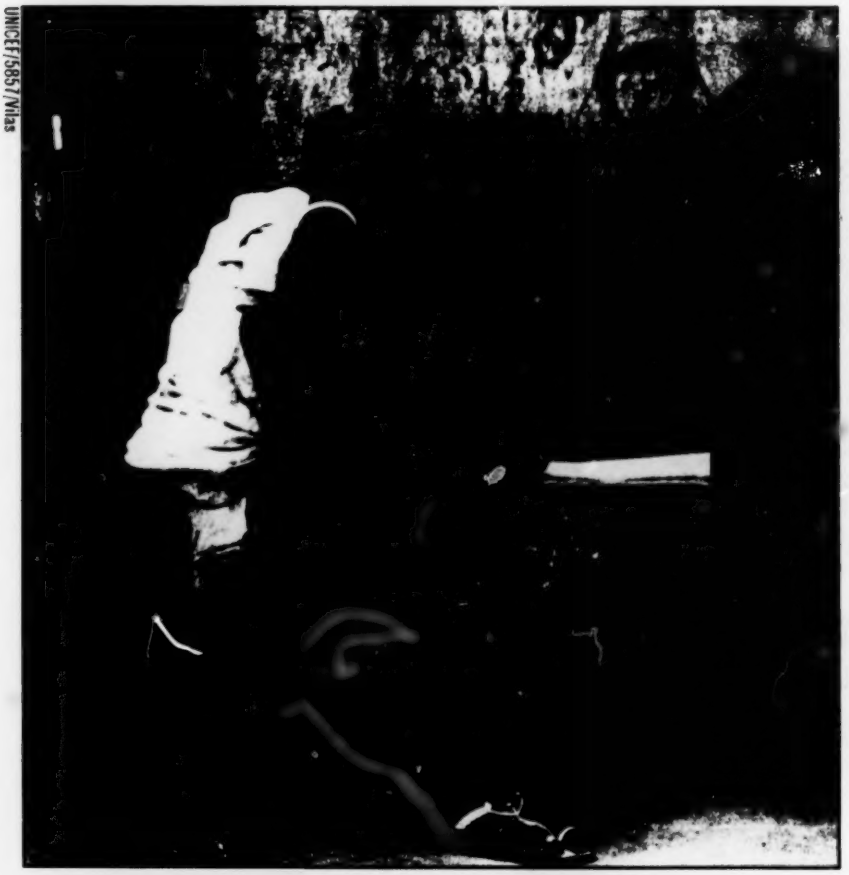
Liaison with the EFA Secretariat fell to the Bernard van Leer Foundation and USAID, both of whom have members on the EFA Steering Committee.

General responsibility for keeping organizations informed of progress, for seeking extended cooperation, for monitoring and for synthesizing results from the various activities within the Plan of Action was assigned to the Secretariat of the Consultative Group on Early Childhood Care and Development.

In addition, work on gender issues and the link to women's programming was assigned (jointly with USAID) to Judith L. Evans of the Consultative Group Secretariat.

Responsibilities were also assigned, where appropriate, for exploring how early childhood care and development issues might be integrated into each of several up-coming international meetings or initiatives.

A mother in a non-formal education class in a New Delhi neighbourhood, stops to console her son.



UNICEF/5857/Vilas

23

ISSUE	RESPONSIBLE PARTIES	ACTIVITIES	EXPECTED OUTCOME(S)	USE
1. Monitoring Programs	UNESCO*, UNICEF, WHO	Development & Application of Indicators of ECD Coverage	• statistics: ECD Coverage • permanent mechanism for data collection	• in monitoring EFA and Summit goals. • in UNESCO/other World Reports
2. Monitoring status of children	IDRC*, UNICEF, USAID	Operational research: Child/school status profiles	• profiles and institutionalized system of data collection in 4 to 6 countries	• planning • advocacy • program evaluation & monitoring
3. Training	van Leer*, UNICEF, SCF, CCF	Develop/apply training package(s) for: • training trainers • policy makers • program staff of NGOs & donors	• tested training package • trained people • strengthened institutions	• capacity building • in various training programs of governments, NGOs, donors
4. Determining ECD Program Costs/Effects	World Bank*, UNICEF, van Leer, AKF	• Create inclusive list of benefits • Synthesize data on cost and effects • Design longitudinal studies	• concept paper • review paper • design/funding of longitudinal studies	• advocacy • evaluation • in meeting of governments and donors to mobilize funding
5. Financing ECD Programs	UNICEF*, WB, IIEP, Innocenti, CCF	• Case studies: alternative financing • Studies of who bears costs	• set of cases: forms of financing • set of studies of who bears costs	• advocacy • in meeting of gov'ts/donors to mobilize funds
6. Linking ECD & Primary Education (The transition)	USAID*, van Leer, SCF, UNICEF, AKF	• Summarize exp. with programs facilitating transition	• review of experience	• in workshop prior to EFA 96 • advocacy/mobilize program support
7. Linking ECE & Adult Education	UNDP, SCF*, AKF, ICAE	• Case studies of ECD programs combining benefits to adults & children	• set of cases	• advocacy/mobilize support for cross-generational prog.
8. Linking ECD & Health/Nutrition	USAID*, WB, WHO, UNICEF, UNDP, PAHO	• Case studies: combining H/N with psychosocial	• set of cases	• advocacy/mobilize program support • in meeting of health organizations
9. Linking ECD & Women's Programs	UNDP, SCF, UNICEF, USAID*, UNI-FEM, UNFPA	• Childcare/Women's Work cases • Analysis of gender issues in ECD	• set of cases • paper presenting gender analyses	• in Beijing '95 meeting • advocacy
10. Social Communications	US Coalition*, van Leer, EEC, UNICEF	• Bring together existing materials in a catalogue • Experimental project in 1 country	• catalogue: video data bank • results from country study	• advocacy • training
11. Fundamental Research	van Leer*, IDRC, WHO	• Review of research on the child's environment as affects ECD	• review paper	• in training programs • in curricular development

Responsible organizations are marked with an asterisk (*)

TABLE 1—Toward A Fair Start For Children: A Draft Work Plan to Strengthen Programs of Early Childhood Development and to Mobilize Resources

UNICEF/5506/John Isaac

A teacher leads a literacy class at a "drop-in" centre in Kabul.

Events specifically identified were:

- The Nine Country Education Summit
- The Cairo Population Meeting
- The Copenhagen Social Development Summit
- The Vancouver Conference on "Stronger Children—Stronger Families"
- The Beijing Women's Conference
- Jomtien II

(see calendar for relevant dates).

Plans for involving additional organizations

A long list of organizations that might be interested in collaboration was drawn up, many of whom are located in Europe. It was recommended, therefore, that a similar meeting be held in Europe in early 1994. Such a meeting would have as its main purpose to extend collaboration in activities intended to strengthen work in the field of early childhood development. It would take as its starting point the outcomes of the New York meeting. The Secretariat of the Consultative Group on Early Childhood Care and Development will convene the meeting which will be hosted by UNESCO.

At the end of 1991, there was little evidence that young children and their parents were a serious concern to those striving to achieve Education for All. Yet much was being done, especially by the organizations mentioned in Table 1, to address the conditions in which young children and their families are living. Through the New Delhi meeting, there was a renewal of commitment and attention to young children and women as part of the EFA basic education strategies. The more that specific efforts to address ECCD within countries or regions can be communicated to others, evaluated and understood, the more likely they are to contribute to the knowledge base and to the momentum that is being gained. Thus this coordinated Action Plan represents an exciting step forward in the efforts to move from EFA rhetoric to action in creating significant supports for young children and their families around the globe.

If your organization is conducting work in ECCD, or would like to collaborate in this coordinated effort, please contact Judith L. Evans of the Consultative Group Secretariat.

Judith L. Evans and Robert G. Myers

The three case studies presented at the EFA

Meeting in New Delhi were illustrative of ways in which government can be supportive of early childhood programming. Each case provides an example of a different programme approach. In Venezuela a family/home day-care model has been developed. The Kenya case study shows a preschool programme for children from 3-6 years of age, and in the Philippines the programme presented is one in which parent education is the primary focus. Each programme was developed in direct response to local need and has expanded and evolved in line with available resources.

For the Delhi EFA forum, each of the pres · ·rs was asked to include a brief description of the country, its population and some characteristics of the context within which the programme was developed. This was followed by a history of the programme, a description of how the model works, what it has meant to go to scale *with the programme, and what lessons have been learned in the process. A summary of what was presented follows. Because there are so any commonalities across the countries in terms of the lessons learned, a summary of these will be presented at the end of all the case studies.*

VENEZUELA

Programs Hogares De Cuidado Diario: Plan De Extension Masiva

Family Day-care Homes Program: Massive Extension Plan

Venezuela, a country located in the northern part of South America, has a population of more than 19 million (1991), 7 million (36%) of which are under the age of 14; nearly 20% are under six years of age.

Venezuela is a country of contrasting realities. On the one hand it is rich in oil and has a well-developed technical sector. Its per capita income is more than $2,500. On the other hand it has an extremely high urban growth rate (90% of the population lives in urban areas) and high poverty rates (67% of the population is rated as being *in total poverty*, 1991). Further, the majority of the population lacks sufficient economic resources, literacy rates are low, and infant mortality rates are high.

In Venezuela the extended family has played a significant role in the upbringing of children. But the violent social and cultural changes occurring during the last 15 years have affected the Venezuelan family, contributing to its dismantling. In many households the mother has a strong family presence while the father is very often remote. In the majority of families women need to seek work outside the home. To do that they need to find appropriate care for their children.

In response to the needs of working women, and to promote children's growth and development, the *Hogares de Cuidado Diario*, a home day-care programme, was developed in 1974. It is designed to attend to the care, nutrition, health, education and developmental needs of children up to six years of age. Home day-care was chosen as the model to be developed, because it supports and enriches a natural form of day-care in which working women turn to neighbours for help in caring for their children during working hours.

The Venezuelan home day-care programme was developed in two stages. Phase I was begun in 1974. Within the basic model women in the community were selected to receive training and provide care in their home for five children under the age of six, two of whom could be their own. Mothers were provided with appropriate equipment and educational materials to support their work. Every 20 day-care homes were supported by a technical assistance team consisting of a social worker who was responsible for

administrative and functional supervision, a child care worker responsible for coordinating this programme with public health organizations, and a teacher who guided the home day-care mother in terms of educational activities to be carried out in the programme. There was a Coordinator for every three technical teams. And for every eight *barrios* there was a legal aid advisor, to be used as needed.

An exhaustive evaluation of the programme in 1978 showed that it had a positive effect on children and families, but there were a number of changes needed in order for the program to function more efficiently and effectively at a lower cost. But before it was possible to implement the recommendations, there was a change in government and the day-care homes programme was put *on hold*.

In its initial version (Phase I), taking place between 1974 and 1988, it attained a moderate coverage of approximately 10,000 children. From 1979 to 1988 the government put more emphasis on developing formal and conventional preschool models. Meanwhile, the home day-care model, with appropriate adjustments, took hold successfully in other countries in Latin America.

In addition to there being a change in government, the favorable economic conditions that prevailed in Venezuela during the 1970s when the programme began, deteriorated in the 1980s. Early on the government introduced an economic adjustment programme to try to halt the economic decline. This was largely unsuccessful. The marked increase in poverty rates during the 80s was accompanied by a decrease in the percentage of the Gross Domestic Product that the government assigned to social programmes, further exacerbating the situation for poor families.

In 1989, a major social protest which highlighted both the deteriorating conditions of the 1980s and the potentially regressive effects of economic adjustment forced the government to reassess its policies. A social policy was formulated focussed on alleviating the situation of the most vulnerable sectors. The social package was compensatory in nature and focussed on providing direct subsidies to specific groups. It incorporated more effective management practices and promoted the involvement of non-governmental organizations and the private sector in the delivery of social services.

An integral part of the new social policy was an expansion of the day-care homes programme. Phase II of the programme drew on previous experiences, recommendations from the 1978 evaluation, established expertise and the new political context. Phase II developments were guided by four objectives: 1) to attend to the needs of young children up to six years of age belonging to the lowest income levels; 2) to provide a direct subsidy to families at critical poverty levels with children up to the age of six; 3) to strengthen the family unit, particularly mothers (through education, improved income and increased community participation) in the process of bringing up their children; and 4) to strengthen the capacity of civil organizations to participate in actions promoting the development and welfare of young children living in impoverished conditions.

UNICEF/5186/Biava Saimlo

The Ministry of the Family administers and oversees the programme. The Children's Foundation, a private organization headed by the wife of the President, sets guidelines, provides technical input and is responsible for implementing the programme in about 75% of the locations. In 1993 almost 300 non-governmental organizations were also involved in implementation of the programme.

The day-care homes programme continues to outfit homes with necessary equipment and provide training for the home day-care mothers who now care for up to 8 children for a period normally running from 6 A.M. to 6 P.M. In addition to the initial training workshop, mothers participate in periodic *learning encounters* and in special workshops. They are supported by a supervisor who is responsible for overseeing 25 homes. In the selection of home day-care mothers, preference is given to those who are: experienced in the care of children; between the ages of 30 and 45; from a nuclear family unit; with fewer than two children below the age of six; literate; and representative of the average economic situation within their community.

In order to carry out her job, the home day-care mother receives monthly allotments from the government for the care and feeding of each child and a monthly allotment from the mother of each child. In the poorest communities, the mothers of participating children are not required to pay and the cost is assumed by the government.

In Phase II a new variation on home day-care has been added: multi-home care in which 30 children are tended by 3 home day-care mothers in a community setting specifically selected or constructed for the purpose. These are designed to serve densely populated areas and have incorporated children with special needs.

In 1992 and 1993 the Phase II programme was evaluated, using a representative sample of day-care homes. Information gathered was used to make adjustments in the programme. The programme is meeting the needs of women and children. The experience has verified the viability of providing care in home-like settings with community mothers in charge. By 1993, after four years of the expansion phase, the programme is reaching 236,000 children. The cost of the programme is estimated at $39 per child per month.

SOURCE: Ministry of the Family and the Children's Foundation. *Programma de Cuidado Diario: Plan de Extension Masiva. Venezuela, A Case Study*. Paper prepared for the EFA Forum, New Delhi, September 9-10, 1993. Caracas, Venezuela, 1993. Available from UNICEF Apartado Postal 69314, Altamira 1062, Caracas, Venezuela.

The nutritional part of the Venezuelan *programme is the most costly component, representing 59% of the monthly costs. Professional support for the home day-care mother and administrative costs of the programme together represent 25% of costs, and the subsidization of the day-care home mother's salary is 23% of costs. The remaining 3% is for educational materials. The programme provides full-day care for the child. While this is important in terms of supporting the child's development, another major benefit of the programme is that it is supportive of women's work outside the home. Thus the true beneficiaries are not only the children but the families.*

Venezuela provides an example of a full-day programme for children, which is primarily home- rather than centre-based. In the Kenya case study the approach has been to provide a half-day centre-based preschool programme for children 3-6 years of age.

While in Venezuela impetus for the programme came from an understanding of the intersecting needs of women and children living in urban areas, in Kenya the programme began out of concern for the educational needs of the child, particularly those living in rural areas. The Kenya programme has since expanded into a more holistic view of what can be provided through a preschool programme. But we will let the case speak for itself.

KENYA

A Case Study Of Early Childhood Care And Education In Kenya

Kenya whose population in 1992 was 25 million, has one of the highest growth rates in the world (3.8%). 59% of the population is under 20 years of age; 18% are under the age of five, many of whom are in preschools because of the commitment of parents and the community to providing a preschool experience for the child.

There is a long tradition of preschool education in Kenya. The first preschools were started in the 1940s by and for the exclusive use of the European and Asian communities. Later preschools were developed in African locations in urban areas and on coffee, tea and sugar plantations. After independence preschool education expanded throughout the country.

An important variable in the widespread availability of preschools is the *Harambee* or self-help spirit which the late President Kenyatta fostered.

UNICEF/93-BOU0867/Giacomo Pirozzi

In essence what this means is that when a community defines a need, it creates a programme to meet that need. In many villages parents have wanted preschools for their children and so they have created them. They find a location for the class and choose a woman to care for children 3-6 years of age. As a result early childhood care and education programmes (ECCE) in Kenya serve the entire cross-section of social, economic, cultural and geographic groups within the society.

Prior to the 1970s there was no organized curriculum, nor other support materials for use in the preschools, and many of those teaching in these schools were untrained. Because they lacked training, many of the teachers used formal teaching methods equivalent to those used in the primary schools with older children. To address the situation presented by the ever-increasing numbers of preschools and the lack of appropriate support for them, in 1991 the Kenya government, with assistance from the Bernard van Leer Foundation created the Preschool Education Project, based at the Kenya Institute of Education (KIE). The objectives of the project were to improve the quality of preschool education through the development of viable training systems, and the creation of curriculum and other support materials for use by trainers, teachers and children.

Several events during the 1980s shaped the way in which preschool services are being offered nationally. In 1980 responsibility for preschools was shifted from the Ministry of Culture and Social services to the Ministry of Education (MOE) which is now responsible for the administration of preschools. The MOE has an infrastructure that is able to provide support to preschools anywhere in the country.

Another important event was the move in 1983 to decentralize government. The focus of development was shifted to the district level. The result of this shift is that district and local

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governments have taken on the main responsibility for ongoing support of preschool education, while MOE is involved in the formulation of policy guidelines for early childhood programmes, registration of preschools, coordination of government grants and funds from external donors, and provision of early childhood personnel at all levels.

When the Preschool Education Project was evaluated in 1982, it was recommended that the activities of the project be continued. This was done through the creation of a National Centre for Early Childhood Education (NACECE), established in 1984. This was followed in 1985 by implementation of District Centres for Early Childhood Education (DICECE), to facilitate decentralization of ECCE support.

NACECE is located within the Kenya Institute of Education and it is responsible for: developing training systems for ECCE personnel; developing and disseminating curricula for ECCE programmes; identifying, designing, undertaking and coordinating ECCE research; facilitating interaction between agencies and sponsors; coordinating and liaising with external partners; and informing the public of needs and developments within the ECCE programme.

The functions of the DICECE are: training of preschool teachers and other personnel at the district level; supervision and inspection of district preschool programmes; mobilization of local communities to improve the care, health, nutrition and education of young children; development of localized preschool curricula; and evaluation and research related to the preschool child. The DICECE are staffed by NACECE trained trainers, accountable to the District Education Officers for their day-to-day operations.

Training has remained one of the most important functions of the NACECE/DICECE programme because it equips teachers and trainers with knowledge and skills which help them to provide quality services to children and to mobilize the parents and local communities to improve the welfare of young children and families. Trainers are provided with a nine-month induction course that includes a residential and a field component. Teacher training involves a two-year inservice course which has six residential sessions (during school holidays) alternating with field sessions during term time.

In terms of the actual preschool programme, NACECE/DICECE has adopted a holistic approach to the support of children's growth and development. That means that it seeks to include health, nutrition, growth monitoring and promotion as well as educational activities within the programme.

One of the unique characteristics and strengths of the ECCE programme in Kenya is its policy of encouraging partnerships, at all levels. *Parents and local communities* are the most important partners. They have started and currently manage over 75% of the preschools in the country. Parents and local communities provide land and funds for the construction and maintenance of the physical facilities. They also provide furniture, materials and labour and they pay the teacher's salary. In some communities feeding programmes are also a part of the preschool; parents provide the ingredients and prepare the food.

Complementing the work of the community are *local authorities* who pick up the costs (equipment, furnishings and teacher salary) of running preschools in towns. Fees are charged in these schools to help cover the costs.

UNICEF/93-BOU0494/Cindy Andrew

From the beginning, *voluntary organizations, religious bodies and companies* have been heavily involved in preschool provision. Religious groups have established their own preschools in the church/temple/mosque. Firms, cooperatives, and plantations have also established preschools for children of their employees. The main support from these preschools is the provision of physical facilities, materials, furniture, feeding programmes and payment of teachers' salaries.

The *Ministries* involved in preschool provision include the Ministry of Health and the Ministry of Culture and Social Services, in addition to the Ministry of Education. And as noted earlier, *external partners* have been and continue to be important. Over the years these have included the Bernard van Leer Foundation, the Aga Khan Foundation, and UNICEF, who have provided financial support for the training of teachers, the purchasing of equipment and materials, curriculum development, and parental and community education. NACECE has taken on the primary responsibility for coordinating the actions of the various partners and involving them in a meaningful way.

Decentralization of the programme to the district level has provided flexibility and variation in terms of facilities provided and activities undertaken. The preschool setting and curriculum materials, for example, differ from place to place depending on the resources available, leadership abilities and motivation of the communities.

Decentralization is a healthy feature of the programme. Communities are allowed to develop appropriate, affordable and relevant services without external pressure and competition, and at their own pace. The curriculum guidelines developed by NACECE are just that, guidelines. Localized materials in the form of stories, poems, riddles and children's games have been developed which preserve and strengthen local culture and tradition.

The Kenya early childhood programme has grown because it is rooted in the community. Through workshops and seminars organized by the DICECE, parents and community members have been encouraged and empowered to increase their participation beyond provision of physical facilities. They provide the feeding programme, they take part in collecting, telling and demonstrating stories, songs and dances in the mother tongue. The incorporation of tradition and folklore into the curriculum makes the community feel proud of their contribution to the learning and development of their children. **One lesson from Kenya is that the community is a very important resource for the development of the ECCE programme and must continue to be tapped and appreciated.**

Today the programme is serving more than 900,000 children. This is approximately 30% of the 3-6 age group. Government expenditure on preschool programmes is only one-tenth of one percent of the national education budget (or $.61 per child per year). This compares to 60% of the education budget going to primary education, 15% for secondary and 22% for universities. The great majority of the costs of the preschools are borne by the communities and external donors. (Myers, 1992:23) The current expenditure on ECCE activities is extremely low. If it were increased to even 1% of the budget it could provide more comprehensive and higher quality services.

SOURCES:

Kipkorir, L.I. & Njenga, A.W. (1993) "A Case Study of Early Childhood Care and Education in Kenya." Paper prepared for the EFA Forum 1993, New Delhi, 9-10 September 1993.

Myers, R.G. (1992). Towards an Analysis of the Costs and Effectiveness of Community-based Early Childhood Education in Kenya. The Kilifi District. Report prepared for the Aga Khan Foundation.

In Kenya the programme has been able *to go to scale because of its heavy reliance on the community to sustain the programme, and the monies provided by external donor agencies. While this programme is not nearly as expensive to the government as the Venezuelan programme, it would be a mistake to make direct cost comparisons. The Kenya model is structured differently and designed to meet a different need. In addition, while Kenya is experimenting with growth monitoring and nutritional inputs, it has not yet built in some of the costly health and nutrition supports that exist within the Venezuela model. In addition, there is heavy reliance in Kenya on external support to maintain the system.*

What the two models have in common is that they provide direct service to the child. The case study from the Philippines has taken a different approach. There the emphasis is on reaching parents, with the intention of reaching the child through the parent.

PHILIPPINES

Parents As Learners: Toward Partnerships And Participation

The Philippines is the home of 11.5 million families, 62 million people (1990). Approximately 46% are below the age of 18, 14% are under the age of five. The people are predominantly Malay, with Chinese, Spanish, Indian and North American settlers forming the minority of the population. There are 110 cultural and linguistic groups in the country; over 87 languages and dialects are spoken.

The Philippines is a land of contrasts. The land is rich and blessed, but the majority of the people live in abject poverty. There are wide disparities between the life conditions of Filipino families across socioeconomic groups. While the elite reside in well-guarded mansions, the plywood, plastic and galvanized iron sheet 'homes' of the urban poor make up the biggest squatter colonies in that part of Asia. Between 1985 and 1988 the top ten percent of all families received more than one-third of all family income. 75% of Filipino families live below the poverty line.

Beyond the physical and social contrasts, the clash of ideas between the pervasive colonial mentality and the emerging fierce nationalism is evident in the people's daily lives.

The Filipino family is undergoing considerable change. Rapid urbanization, rural-urban migration, un- and underemployment, overseas employment, the insurgency problems and continuing war in certain areas of the country are all forces at work. Also, the changing and emerging role of Filipino women at all levels of society is a critical factor in the changing lifestyles and structures of the Filipino family.

Traditionally, children have played a very important role in the Filipino family. It is said that children give the Filipino family its form and structure. Generally, parenting is considered a private, family affair. Contemporary decision-making about parenting is a result of traditional wisdom learned from parents and grandparents, blended with knowledge gained from available literature. At best this results in a good balance between sound indigenous practices that help to transmit the Filipino cultural heritage and more progressive child-rearing practices. Sometimes it can result in conflict and confusion. As families are faced with new challenges and traditional supports are lacking, there is renewed interest in developing support systems for parents to help them achieve a better balance.

Parental support programmes have a long history in the Philippines. They were begun originally in the 1930s by the then Department of Agriculture. Over time parent programmes have been implemented by the Department of Health, Department of Social Welfare and Development, the National Population Commission, the Department of Education, and the Bureau of Agricultural Extension. Government efforts have been complemented by contributions from major donor agencies such as UNICEF and WHO. It is out of this history of parent support programmes that the **Parent Effectiveness Services (PES)** came into being.

A basic premise of the PES is that by reaching parents it is possible to reach the children. PES was developed in 1978 by the Department of Social Welfare and Development (DSWD). To create the programme, groups of parents were organized at the village (barangay) level to determine the type of support they required. To further understand the needs, parent congresses were organized at the municipal, regional and national level with representatives from the neighbourhood groups as participants. A parent education programme was then designed, based on what was learned through this consultative process. A manual was developed which prescribes the content and methods for the parent education programme. This manual is used by social workers as they work with communities.

PES, which currently resides in the Bureau of Family and Community Welfare (BFCW) within the DSWD, is part of a much larger government-sponsored Early Childhood Enrichment Programme (ECEP) that includes centre-based (day-care centres, child-minding centres, supervised neighborhood playgroups) and school-based programmes. The ECEP was developed in collaboration with UNICEF, which funded the programme from 1981-1983. In 1984 the DSWD took over full responsibility and now government funds cover salaries of programme supervisors, training of day-care workers, and the purchase of teaching materials for the home-based programme. Since 1991, under the Local Government Code, powers have been decentralized. Local government units are now directly in charge of implementing the PES.

How does PES work? The primary strategy within PES is to reach parents through the Neighbourhood Parent Effectiveness Assembly (NPEA). This is a group of 10-20 parents who get together weekly to discuss common parent-

UNICEF/5247/Nicole Toutounji

A social worker reads a book to young children.

ing problems and their solutions. While families with children from birth to 6 years of age who might benefit from the programme are identified by the trained ECCD worker from the local government unit, participation is voluntary and open to all interested in attending.

A session generally consists of the following:

1. Opening activities help bring the group together.

2. There is a discussion of how the parents applied what they learned from the previous session.

3. The topic scheduled for the day is presented through an activity. This could include such things as responsible parenthood, family relationships, health care, child development, recognition and management of disabilities, and nutrition.

4. Specific activities are identified that parents can undertake in relation to the topic.

5. The session ends with a summary of the major points and planning for the next session. Resource materials are available for parents to borrow and purchase.

Home visiting is a complement to the NPEA. Home visits are made when parents join the assembly to orient them to the group. The visit provides the social worker with an opportunity to learn more about the family as well. From then on home visits are used on an as-needed basis.

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UNICEF/5911/Roger Lemoyne

When families require additional support or when they have missed the group for a number of sessions, or if parents request a home visit, these are made by the PES staff. A new component of PES is a radio programme being developed in cooperation with the Philippine Children's Television Foundation.

There are two type of staff for the programme. There are the professional Social Workers, hired by local government. They receive a five-day training in the implementation of PES. Guided group discussion and role playing are an important part of this training. The social workers work side-by-side with PES volunteers, who are parents from the community that have been trained to facilitate the groups and conduct home visits. Training for the volunteers includes a 3-day orientation, followed by a one-month practicum. This is followed by another 2 days of training to consolidate what the volunteer has learned and to plan future activities. Annually there is a refresher training.

In 1987-89 an evaluation was conducted. It revealed strengths and weaknesses of the programme, but by and large PES was deemed effective. The issues identified in the evaluation were addressed as an expanded version of the programme was formulated. To strengthen the program, PES training was revised, and in 1991 a new handbook was produced and additional materials were developed for use by the PES volunteers.

The evaluation revealed that the quality of PES depends greatly upon the skills of the PES volunteer and the support mechanisms available to them through the programme supervisors at the national, regional and municipal levels.

UNICEF continues to be a partner in the implementation of PES. In the programme of cooperation between UNICEF and the government of the Philippines for 1994-1998 there are several proposed actions:

The **home-based programme will be strengthened** as this is seen as a major strategy and a low-cost approach to providing ECCD services to children. The expanded home-based component will be implemented in 7 depressed provinces where there is a convergence of social services, in 13 provinces where the low education levels indicate greatest need, and in 5 provinces affected by natural and man-made disasters.

There will be **increased investment in training and supervision** and the development of training materials. The goal is to train 2,000 community volunteers (parent leaders) as facilitators and 325 people to serve as supervisors. 150,000 different sets of materials will be distributed to 3 million parents in 25 provinces. Other materials will be developed to facilitate training.

A core of trainers will train 900 (2 for each *barangay*) youth volunteers on approaches and techniques in **mobilizing community participation and support** for early childhood programmes. Through the use of theatre arts and

indigenous folk media it is hoped to get the community more involved in helping to sustain the programme. One goal is to get a variety of NGOs involved in the programme.

An additional goal will be to expand programme content in terms of: **activities that promote gender equity; increasing the role of fathers in child-rearing; and issues related to shared and single-parenting**.

In 1978 when PES started it was being implemented at the municipal level by 120 social workers. In 1991, 143,000 parents were served. In 1992 this increased to 160,000 parents (192,146 children) in 1,500 municipalities throughout 14 regions of the country. Working with these parents were 1,672 Early Childhood Care and Development workers in local government units and 1,452 PES Volunteers. PES has also been implemented in centre-based programmes by 18,633 day-care workers.

The costs of this programme were calculated, based on the government and UNICEF input and the number of families and children served in 1992. The cost per parent was approximately $1.00/year. The costs per child were $.81/year. The time contributed by the parent volunteers was not taken into account in these calculations.

In sum, all over the Philippines, through the PES and the many NGO programmes for parents and families, lessons are being learned about children and parents and how they grow, develop and learn. These teach us that an investment in parents is a major investment in child growth and development. And while parent education programmes will not be the major solution nor substitute for the basic social services, they are part of a broader framework of community development.

SOURCE: Feny de los Angeles-Bautista. "Parents as Learners: Towards Partnership and Participation (Parent Education Programs in the Philippines)." Paper prepared for the EFA Forum, New Delhi, September 9-10, 1993.

Lessons Learned

While there are a number of lessons that have been learned by the three projects that are specific to the kind of programme developed and the country context, there are commonalities across the cases that are worth exploring. They are as follows:

1. First and foremost the cases illustrate the desirability of parent and community participation in the process of developing the service. They need to be more than recipients of a service. Programmes must be designed in collaboration with them and parents must be an integral part of its implementation in order to assure sustainability.

2. Within the government there need to be policies, laws and structures that provide support for the development of ECCD programmes. Without political will and commitment, localised ECCD programmes cannot hope to be expanded to a significant degree or sustained over time.

3. Models for the collaboration of government and non-governmental agencies and organizations are being developed. Governments are unable to and should not take on sole responsibility for the provision of early childhood programmes. Partnerships need to be developed which build on the strengths of what both government and the nongovernmental agencies can provide. There is no right way for this to happen. The history, expertise and experience of government and NGOs in each country will dictate the type of partnership that it is possible to create. These three cases represent different ways this can happen.

4. To achieve an appropriate level of coverage, it takes time. Massive programmes cannot be implemented overnight. The three cases illustrate the importance of developing pilot programmes and evaluating them sufficiently so that appropriate changes can be made as the programmes are expanded.

5. The creation of supportive structures is crucial. Those directly providing the services need appropriate training and on-going supervision and support as they work with children and families.

The three cases presented above represent different ways in which governments can support the EFA goals of basic education for all. As noted, no formula exists to guarantee success in every situation. Programmes need to be developed within the context of needs and resources, and with full participation of all the stakeholders.

UNICEF/BOU0029/Maggie Murray-Lee

Compulsory primary education for girls and boys was introduced in Bangladesh in January, 1993.

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Related Resources

Secretariat for the EFA Forum

Housed at UNESCO, the EFA Forum Secretariat is charged with global monitoring and promotion of EFA activities. They organize regional and topical meetings, publish a quarterly bulletin titled *EFA 2000* (which includes the calendar of meetings), as well as periodic reports on various aspects of the EFA efforts. They maintain a database on EFA indicators and activities.

To order *EFA 2000* (in Arabic, English, French or Spanish), please address correspondence to: EFA 2000 Bulletin/ EFA Forum Secretariat/ UNESCO, 7 Place de Fontenoy/ 75352 Paris 07 SP, FRANCE. Fax (33-1) 40 65 94 06.

Other titles available from the EFA Forum Secretariat:

Status and Trends - a report published in 1993 which attempts to give a global overview, through the graphic presentation of data, of the current situation of basic education and the significant trends affecting it. Early childhood information is sparse in this document, but there are some data on education of women.

World Declaration on Education for All and Framework for Action to Meet Basic Learning Needs. This booklet offers the full text of the Jomtien Declaration and Action Framework.

Final Report: World Conference on Education for All. Meeting Basic Learning Needs. Report on the Jomtien Conference, 5-9 March 1990.

Final Report: International Consultative Forum on Education for All. Report on the Paris conference, 4-6 December, 1991

Forthcoming in 1994: the final report on the International Consultative Forum on Education for All meeting in New Delhi, India, September 8-10, 1993.

"Meeting Basic Learning Needs: a Vision for the 1990s" A background document for the World Conference on EFA, 5 - 9 March, 1990, Jomtien, Thailand. (Not to be confused with the similarly titled booklet, mentioned below, produced by the Consultative Group on ECCD).

1991 International Directory of Young Child and Family Institutions/ Repertoire internationale sur le jeune enfant et le milieu familial. A directory of groups and foundations involved in ECCD efforts internationally. Available from the Education Documentation Centre, 7 Place de Fontenoy, 75700 Paris, France.

UNICEF activities in response to the Jomtien Challenge

UNICEF's response to the Jomtien Challenge, is a report issued in May 1992 by the Education Section, Programme Division, outlining UNICEF's activities and strategies relating to the Education for All initiative. Available from UNICEF, Education Section, Programme Division, Three United Nations Plaza, New York, New York 10017.

As a follow-up to the EFA challenge, UNICEF has also produced several summary reports, titled "Toward Education For All" detailing UNICEF's actions and progress toward achieving the EFA goals.

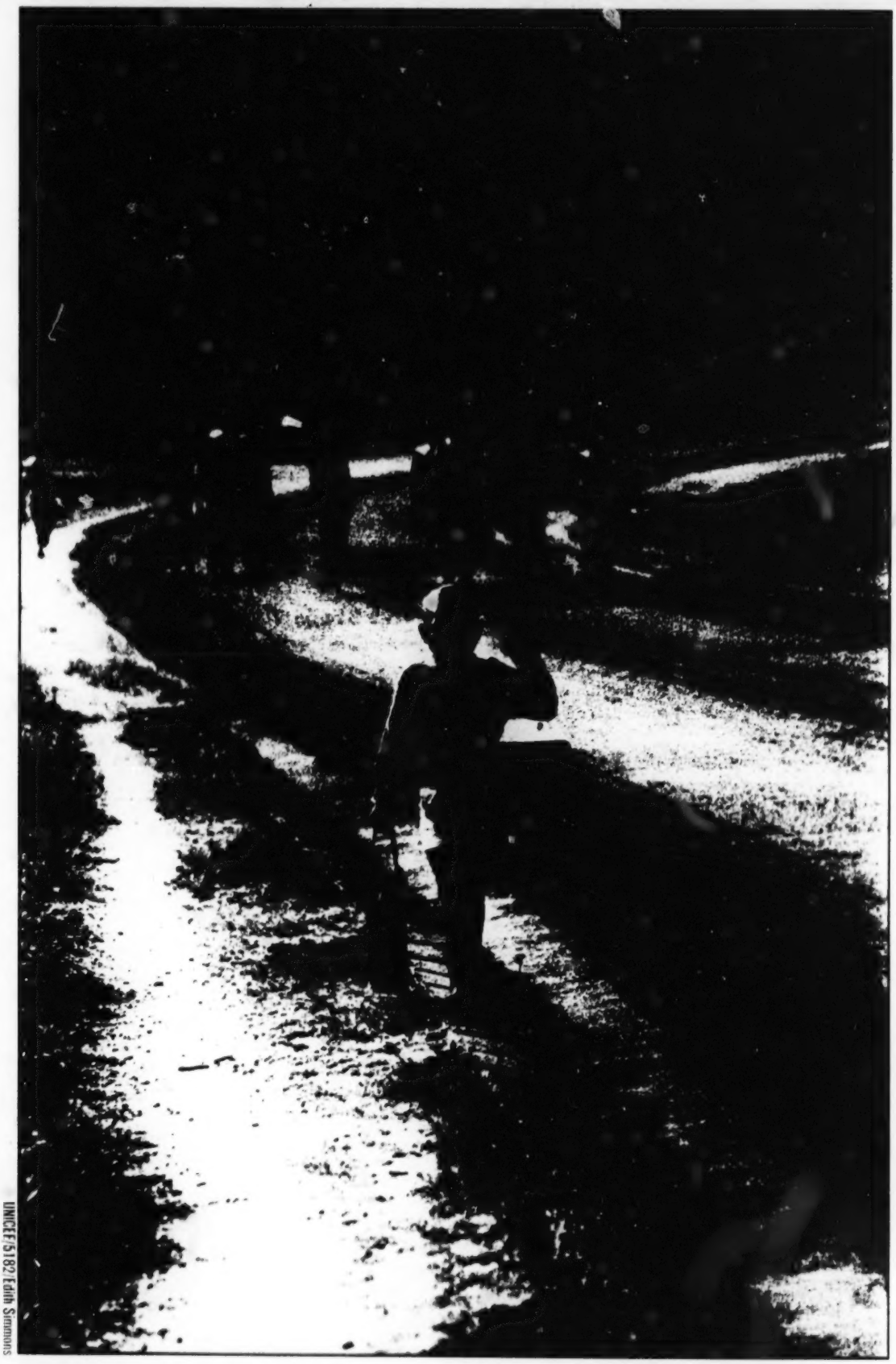
Two recent UNICEF publications which address the education of girls and women are: *Strategies to Promote Girls' Education: Policies and Programmes that Work* (June 1992, Education Section) and *Educating Girls and Women: A Moral Imperative*. (January 1992, Education Section)

First Steps Video

Produced by the Aga Khan Foundation, in coordination with the CG Secretariat, this video was prepared for the EFA forum second meeting, held in New Delhi, Sept. 1993. It illustrates that learning begins at birth and that the first formative years of life are crucial in the development of an individual's ability to learn throughout life. Available for cost plus mailing charges from: Aga Khan Foundation / PO Box 6179 / 1211 Geneva, 6 / Switzerland.

The Consultative Group on ECCD

Meeting Basic Learning Needs through Programmes of Early Childhood Care and Development is a booklet prepared originally by the Consultative Group on ECCD as a handout for the New Delhi Forum on EFA. Now it has been reprinted as a primer on ECCD strategies. It is available from the CG Secretariat upon request. The Consultative Group / 6 The Lope / Haydenville, MA 01039 / USA. Fax (413) 268-7279.



UNICEF/5182/Edith Simmons

A boy goes to school before sunrise, carrying his books and his midday meal.

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Network Notes

Activities of the Secretariat.....p. 37

Network News.....p. 39

Publications and Videos.....p. 45

Calendar.....p. 54

Activities of the Secretariat

Child/School Status Profiles

The Secretariat of the CG has received funds to coordinate a project whose main purpose is to develop and field test sets of indicators intended to strengthen planning, monitoring, evaluation and advocacy of programming for early childhood care and development. The project will be carried out in four settings in Southern nations. The two sets of indicators to be developed are a "Profile of the Status of Children" (PSC) and a "Profile of the Learning Environment in Schools" (PLES).

The Profile of the Status of Children (PSC)

Emphasis in this project is on the creation of a profile describing the general developmental status of children at about age 5 when they are poised to move beyond the home to greater participation in the community and, more specifically, in school. The PSC is intended to reflect a holistic view of the child, to be relevant to the particular location in which it is to be used, and to be relatively simple. It is intended to provide a description that can be used to monitor the changing status of a population, to help identify groups of children (not individuals) most in need of support, and to provide measures of early intervention program effects as well as baseline data for the condition of children as they enter schools. The components proposed for the PSC will deal with the following aspects of development: physical, social, emotional, cognitive, language, and pre-literacy/numeracy skills.

A Profile of the Learning Environment in Schools

Because development and learning occur as a child interacts with his or her environment, the ability of a child to learn in any learning environment (including school) depends not only on what the child brings to the environment but also on what the environment offers the child. Therefore, it is crucial to balance indicators of a child's status with indicators of the environment in which a child develops and learns. Just as a PSC is to be used in relation to the "readiness" of children for school, it is important to look also at the "readiness" of schools to receive and respond to the specific learning needs of children. By creating a "Profile of the Learning Environment in Schools" (PLES) it is possible to monitor the environment's (or school's) part in this interactive process. The suggested components of this profile will be implemented according to the context in which they will be used. Indicators would include availability and accessibility of schools, quality, responsiveness to local needs and circumstances, and adult expectations.

Five stages are contemplated in the project. In the first stage partners from Southern countries were sought, and efforts to summarize local literature and experiences relevant to the project were

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set in motion. For the second stage national experts in the disciplines to be represented in the profile are being called together to work out the indicators to be used. In the third stage, the indicators and instruments chosen will be pilot-tested to determine their validity, cultural appropriateness, ease of collection, etc. The length of this stage will depend on the extent to which the indicators chosen for use in each country profile have already been pilot-tested.

During Stage 3 an international meeting (to be held in September or October 1994) will bring individuals from the four projects together with individuals from other locations where a similar exercise is underway of its own accord (Bolivia and Turkey) or where interest has been expressed in trying out something similar (e.g. Nicaragua, the Philippines and possibly Malaysia). During the meeting there will be a sharing of progress to date. As a result of the meeting it may be necessary to adjust the indicators and measures.

In stage four, information from a sample of children and learning environments will be collected and analyzed, using the adjusted indicators. Finally, information from the respective action research activities will be discussed and disseminated in each country setting in meetings called for that purpose. These meetings will involve practitioners as well as researchers from several fields. In addition, the several results will be brought together into an overview, and an international meeting will be organized to make results of the project known.

Progress to date

Agreements have been finalized and work has begun on the first two phases of the child/school status profile project in four countries. These include

COLOMBIA - with the International Center for Education and Human Development: CINDE.

KENYA - with the African Medical and Research Foundation: AMREF.

JAMAICA - with the Caribbean Child Development Center: CCDC

JORDAN - with the Noor Al-Hussein Foundation working in conjunction with the National Center for Educational Research and Development.

Funds for the project have been received from IDRC and UNICEF. Other donors have shown interest as well and it is hoped they will come on-board in 1994.

Terminology Update

In our publication, **Meeting Basic Learning Needs**, page 22, we referred to High/Scope's longitudinal study as "The Perry Preschool Project". We would like to note that this study is now referred to as the "**High/Scope Perry Preschool Project**".

This shift is due to the fact that a group of Japanese educators visiting Ypsilanti and asking to see the "Perry Preschool Project" were erroneously given a tour of the present-day Perry preschool, which is not connected with High/Scope or its pioneering longitudinal work. They went home quite confused as to why this particular preschool should have gained such preeminence!

The latest longitudinal research, which examines the lives of the original preschoolers at age 27, shows that over participants' lifetimes, the public is receiving an estimated $7.16 for every dollar invested. For more information, please contact High/Scope Educational Research Foundation, 600 North River Street, Ypsilanti, Michigan 48198-2898 (Fax: 313-485-0704).

Please send us news of your organization
for subsequent issues of the Coordinators' Notebook. *We would like to keep our readers informed about their colleagues' activities.*

Network News

High/Scope Foundation (H/S)

IEA Preprimary Project

The High/Scope Foundation is coordinating a three-phase, 14-nation study looking at 1) the types of early childhood services used by families, 2) the quality of children's experiences in early childhood services, and 3) the later effects of young children's experiences in these settings. In 1989 the High/Scope Press released the first publication of the project: *How Nations Serve Young Children: profiles of child care and education in 11 countries*, and in 1994 the second publication, *Families Speak: early childhood care and education in 11 countries*, will be published. A set of videotapes portraying typical early childhood settings in 15 nations has been prepared in conjunction with the study and will be available from High/Scope in summer, 1994.

The Curriculum and Training Program

This program focuses on the preparation of educators to implement the High/Scope educational approach, the preparation of trainers to use the High/Scope teacher-training model, and the preparation of individuals who are qualified to train High/Scope teacher-trainers. These trainers-of-trainers are able to conduct large-scale training programs on behalf of High/Scope and are also qualified to conduct training activities for organizations that represent the High/Scope Foundation.

In recent years, educators have come to High/Scope from Finland, Portugal, Turkey, India, the United Kingdom, Palestine, Iran, Mexico, South Africa, and Canada to become certified High/Scope teacher-trainers as well as to acquire the basic skills required to implement the High/Scope approach with preschool children. Certified trainers are now working in 13 countries.

In addition to training educators from abroad at High/Scope, Foundation staff travel to bring High/Scope's program to educators in a variety of countries. A High/Scope consultant conducted training in the preschool and early elementary curricula in the Northern Marianna Islands this past year. She became a local celebrity when newspapers picked up the story on the High/Scope approach coming to their islands. Another consultant traveled to Portugal in 1993 as part of a continuing training relationship with the early childhood education school at the University of Minho in Braga, Portugal.

In Singapore, between May and December, 1993, a four-month teacher training program was followed by a three-month teacher mentoring program, the first led by a High/Scope consultant, the second by a certified High/Scope teacher-trainer. The outcome of this double-barreled program has been the certification of the first High/Scope teachers outside the United States, and the establishment of the first schools qualified to use the High/Scope name in their titles outside the United States. As a result of this effort, High/Scope is working with its partner in Singapore to replicate this successful train-

ing and implementation effort in Jakarta, Indonesia, and then in Taiwan.

The training efforts reflect an increasing interest in the High/Scope approaches, both to early childhood education and to the training of early childhood professionals, through preservice and inservice efforts.

High/Scope International Institutes

Five countries, the United Kingdom, Netherlands, Portugal, Mexico, and Singapore are establishing institutes to train leaders in early childhood education, to make the High/Scope curriculum approach available throughout their respective countries. High/Scope Institute U.K., an independently-run, charitable organization is funded primarily by the Aga Khan Foundation, Barnardos, and the Home Office. The High/Scope Institute serves to train trainers and teachers throughout the U.K. including Northern Ireland. The Netherlands is interested in applying the High/Scope approach in several communities with careful research on its application by professors from the University of Amsterdam. Singapore and Mexico are both developing institutes that combine private for-profit work and connections with universities. The goal in developing the institutes in these countries and others is to make the High/Scope Curriculum Approach available to those who wish access to it closer to home.

For more information contact: Dr. David Weikart, High/Scope ERF, 600 N. River St, Ypsilanti, Michigan 48198, USA. Tel: (313) 485-2000. Fax: (313) 485- 0704.

UNICEF

Enhancing ECD: A Video-Based Parent Education System

The overall goal of this initiative is to design and develop a country-specific video-based parent education system. The programme will help parents and caregivers to ensure an optimal learning environment by providing essential knowledge, strategies and resources for enhancing child development through the first six years of life. During a three-year period (1993-1995), five 30-minute video programmes will be produced. Each video, accompanied by a Facilitators' and Parents' Guidebook, will include basic information on normal child development, activities to enhance early child development, and suggestions for creating effective home learning environments.

The series will be designed for national television broadcast. The broadcast quality of the series, and its availability in a range of convenient videocassette formats, will enable use by service providers in a variety of group settings including community-based parent discussion groups, training courses for professionals and para-professionals, and health care centres.

Initially, the video-based parent education system will be developed and evaluated in six countries including: Jordan, West Bank, Morocco, Tunisia, Turkey, Iraq and Lebanon. Following this development phase, the system will be distributed to other countries within the region and subsequently made available to other UNICEF regions. Through the use of national television, the programme is designed to go to scale to reach the great majority of parents and caregivers. The goal for the MENA region is that by the year 2000, 80 percent of parents will have access to and understand a defined level of knowledge regarding the essential care and development needs of the young child from birth to six years of age.

Monitoring and evaluation instruments will be designed to assess the cultural appropriateness, relevance, viewer understanding and viewer impacts of the video programmes and supplementary material.

The video-based strategy will complement, and be integrated into, existing UNICEF-assisted programmes designed to provide care and education directly to the young child. This initiative is based on the assumption that without parental involvement, positive child outcomes resulting from child development programmes are unlikely to be sustained.

For more information contact: Dr. Cassie Landers, UNICEF House DH-40G, Three United Nations Plaza, New York, New York 10017. Tel: (212) 702-7233 Fax: (212) 702-7149.

Early Childhood Resource Centre (ECRC) - Jerusalem

Established in 1985, the ECRC is an NGO set up to support Palestinian children. It focusses on early childhood care and education (ECCE), and human resource development and empowerment in all areas related to ECCE.

ECRC has traditionally worked with grassroots organizations—especially charitable organizations and women's commit-

tees in the rural and refugee communities, where the need for intervention has been the highest. The aim of the intervention has been to improve the services offered to children most at risk, through helping teachers and their organizations gain the knowledge and skills needed to teach (and help children thrive) under very poor conditions.

ECRC services include in-service training for teachers and centre staff, outreach training throughout the West Bank, production of resource materials, promotion of community awareness, action-oriented research, and maintenance of a resource library, offering print and audio-visual materials as well as toys and learning aids.

The goals of the centre include: 1) to promote a philosophy of education compatible with the existing realities and culture of Palestinian society; 2) to specify educational objectives for early childhood education and care based on both indigenous socio-economic aspirations and universal theories of child development; 3) to emphasize the physical, social, psychological and intellectual development in its holistic and integrative approach; 4) to upgrade pre-school teacher competence; 5) to encourage the production of low-cost teaching and learning materials; 6) to develop a specialized early childhood education and care resource library; 7) to encourage the production of authentic children's literature, art, music and games by and for children; 8) to upgrade and develop alternative kindergartens and day care centres in the different geographical regions of the West Bank; 9) to promote community awareness of the importance of early childhood education and care through active parent and community involvement, to advocate the developmental needs of children, and to campaign for more community and parental involvement in early childhood programmes; 10) to carry out research in early childhood education and care, child psychology, and curriculum and programme development.

For more information contact: Assia Habash, 12 Al-Mas'oudi St. P.O. Box 19598 Jerusalem 91194. Tel/Fax (02) 287071/284518.

World Bank

Dr. Mary EMing Young has been given responsibility within the World Bank for helping develop the Bank's strategy in relation to early childhood programming. Her first task was to prepare an in-house paper on early childhood education, the Bank's activities to date in relation to ECCD, and recommendations for future work. That paper is in draft form and will be discussed at a World Bank retreat to be held in the spring of this year. There was an article, "Integrated Childhood Development" in *Bank's World*, October 1993, Vol 12, No.10 summarizing her work. In December, Mary was responsible for a presentation at an in-house workshop. There were five topics for discussion, one of which was early childhood education. There is increasing interest in ECCD issues within the Bank.

Donors for African Education

At the October 1993 meeting of the Donors for African Education considerable interest was expressed in creating a *Working Group on Early Childhood Care and Development*. A background paper was prepared by the Aga Khan Foundation. This was shared with the people who attended the sub-group meeting on ECCD. Because of the interest in creating a working group, it was decided that the idea should be explored further. During 1994 there will be continuing discussions about the viability and role of a possible Working Group on ECCD.

United Nations

UN 4th World Conference on Women, Beijing, September 1995

Plans are well underway for the 4th World Conference on Women. If we want to be assured that early childhood care and development is on the agenda we need to act NOW. Actions are currently underway that will determine agenda, topics, presentations and actions to be taken in relation to the Conference.

There are two ways to be involved: one is through UN channels. Each country is developing a National Report. The report is to be: 1) a review and appraisal at national level; 2) a review of international support received, through technical cooperation and assistance or other means; and 3) an outline of future strategic goals and objectives. The UN Commission on the Status of Women, acting as the Preparatory Committee for the World Conference, has specifically asked that the expertise found among NGOs be utilized as much as possible in the preparation of these reports. The National Reports are

Learning through apprenticeships, women develop income-generating skills. UNICEF 5901 Roger Lemoyne

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critical in the development of the Platform of Action, the major document that will come out of the Beijing conference.

The second way to have input is through the Women's NGO Forum. While governments are being encouraged to include NGOs in the writing of the National Reports, it may be difficult to be included in this process. There is an alternative. Operating in conjunction with the UN World Conference is the Women's Forum '95. This forum is a way for non-governmental agencies to have a voice. In preparation for the Women's Forum, workshops are being organised regionally. **To get early childhood issues on the agenda it is important to work through these regional groups.** Not all the dates have been set for these regional meetings. What follows is a listing of the women responsible for regional networks. **You should contact these individuals to learn how you can participate.**

AFRICA:
Njoki Wainaina
Women's Working Group for Africa
c/o FEMNET
P.O. Box 54562
Nairobi, KENYA
(254-2) 44-02-99 FAX: (254-2) 44-38-68

WESTERN ASIA:
Saida Agrabi
Women's Working Group for Western Asia
2 rue du Lycee El Menzah IV
2080 Ariana, TURKEY
(216-1) 25-98-70 FAX: (216-1) 34-233

ASIA/PACIFIC:
Women's Caucus for Asia and the Pacific
c/o AWHRC
P.O. Box 190
1099 Manila, PHILIPPINES
TEL/FAX: (63-2) 921-5571
or
c/o APWLD
P.O. Box 12224
Kuala Lumpur, MALAYSIA
(60-3) 255-0648/9 FAX: (60-3) 254-1371

LATIN AMERICA/CARIBBEAN:
Virginia Vargas
Women's Working Group for Latin America/Caribbean
c/o Flora Tristan
Parque Herman Velarde #42
Lima 1, PERU
(51-14) 33-06-94 FAX: (51-14) 33-90-60

EUROPE/NORTH AMERICA:
Sonia Heptonstall
Women's Working Group for Europe and North America
2 Chemin des Usses
CH 1246 Corsier, SWITZERLAND
(41-22) 751-20-58 FAX: (41-22) 751-26-85

CHINA:
Yuying Wang
All-China Women's Federation
50 Deng Shi Kou
Beijing CHINA 100730
(86-1) 512-7711 *Ext* 280 FAX: (86-1) 513-6044

USAID

Interactive Radio Instruction in Bolivia

USAID has funded a pilot interactive radio program for early childhood education in Bolivia through the LearnTech Project managed by the Education Development Center (EDC). The interactive radio program is being designed to provide models for developmentally appropriate practices (DAP) to the "madre educadoras" (mother educators) of the Integrated Child Development Project (PIDI) supported by the World Bank, USAID, and public and private donors. The PIDI project provides daycare services for children 6 months to 6 years of age in a home day care setting. A holistic approach to child development is implemented in the PIDI project with integrated health, education and nutrition services. By the end of the sixth year, the project hopes to have 9,000 PIDIs in operation, providing care to over 200,000 children.

The overall purposes of the radio program are 1) to provide the caregivers with a model and concrete examples of developmentally appropriate activities and methodologies they can use at any time in their home day cares, and 2) to stimulate the children through these activities. The radio program encourages interaction at three levels: 1) the madre educadora with the program, 2) the children with the program, and 3) the madre educadora with the children.

The radio program is being developed by a local team of child development specialists, artists and interactive radio personnel. Twenty lessons will be developed and evaluated in the pilot phase of the program. The lessons are designed to provide a model of developmentally appropriate practices (DAP) for the madre educadoras that they can then implement and modify as they see appropriate. Preliminary evaluation of the program has been positive. The madre educadoras have been observed using DAP in other classroom activities and using the programs repeatedly.

Because of the overwhelming enthusiasm for the program and the repetitive use of lessons by the madre educadoras, the program will remain on cassette and be included in the educational materials package for each PIDI. EDC plans to expand the program to cover some 600 PIDIs and to include parents. The program is culturally appropriate and has facilitated the development of skills of local personnel to design and implement such a program.

Strategic Planning Exercise

USAID has completed a strategic planning exercise in which generational and gender issues are prominent. The new strategy is intended to encourage 1) integrated programming cross-sectorally, 2) work with NGOs, 3) work through intermediaries rather than public ministries, and 4) participation at the community level with a focus on girls and women. These four programmatic characteristics will result in programs that benefit children.

Publications and Videos

Reviewed By Robert G. Myers

Improving Primary Education in Developing Countries
Lockheed, M.E., A. M. Verspoor and associates.
Oxford, England: Oxford University Press, published for the World Bank, 1991.

A first draft of this book was presented to the World Conference on Education for All. The draft and the volume are consistent with the Conference emphasis on learning. Its particular focus is on learning literacy, numeracy and problem-solving skills in primary schools.

An argument is made that we know little about the changes in the quality of education over time because quality has been measured, typically, in terms of inputs to the educational system rather than in terms of the main output hoped for: learning.

After presenting an overview of the role primary education plays in development and a brief history of primary education in developing countries, Lockheed and Verspoor present a model of educational effectiveness. They then discuss ways of improving the preparation and motivation of teachers, of strengthening institutional capacities, of improving equitable access and of strengthening the resource base for education. A chapter is devoted to the role of international aid in education and a concluding chapter deals with policies and priorities for educational development in the 1990s.

In their model of effective schooling, learning is seen as a product of what happens in the home and the school. A literature review is presented dealing with the effects on learning of curriculum, learning materials, instructional time, and teaching (the school side) and of children's "teachability" (the home side). Teachability is a product of health, nutrition and early education.

In contrast to the Colclough and Lewin book prepared for the World Conference which analyzes the same topic (see review below), Lockheed and Verspoor recognize that the investments families (and governments) make in the health, nutrition and education of children during the preschool years can have an important effect on what a child learns in school. This, in turn, affects repetition rates and results in better educated graduates. Investment in preschool education is included as a promising policy response to help improve learning in primary school (p. 80).

In programs designed to overcome deficits in what is provided at home, the authors suggest preschool programs targeted on disadvantaged children, and provision of school snacks/breakfasts, micronutrient supplements, treatment for parasite infections, and visual and auditory screening.

A summary of most of the points made in this book is available in a World Bank Policy paper titled "Primary Education", published by the Bank in 1990.

Educating All the Children: Strategies for Primary Schooling in the South
Colclough, C., with K. M. Lewin.
Oxford, England: Oxford University Press, 1993.

This challenging book grew out of a major paper prepared for the World Conference on Education for All. It seeks answers to the following difficult questions: 1) Why do high levels of underenrolment in primary schooling persist? 2) How can the underenrolment trend be reversed? 3) What resources and policy changes would be required, nationally and internationally, in order that all the world's children should receive schooling of an acceptable quality?

After outlining the problem, documenting differential progress toward schooling for all (SFA), and examining the research literature

UNICEF/5761/Laurea Goodsmith

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as well as case studies of innovative reforms, the authors derive a set of promising policy reforms. They discuss costs and the potential enrolment impact of introducing these reforms for all low- and middle-income countries (using a simulation model that is detailed in a technical appendix) and then estimate the costs and financing required to pursue the options. A final chapter examines international aid to education, discussing effectiveness, limits, and problems on the demand side, before offering recommendations.

Policy options are grouped under four general headings:

1. Policies to reduce the unit costs of schooling,
2. Policies changing the length and organization of the school cycle,
3. Redistribution of expenditures toward primary education,
4. Raising of additional financial resources.

This book, which is available from Clarendon Press in paperback, is recommended reading for those who have a general interest in educational cost and financing issues, at whatever level. Many of the same principles applied to looking at primary school education could be applied to policy options related to programs of early childhood care and development and to early education in its various forms.

Because the child is an important "input" (if not the most important input) into primary school education (see review of Lockheed and Verspoor, p. 45), we may ask how early education and child development are treated in this volume. There are two main points at which investment in early education as a policy option might come into play—in relation to the discussion of improving the internal efficiency of primary schooling, and in relation to the option of lowering the age of entry to primary school. With respect to repetition, the only option considered (and discarded) by the authors is automatic promotion. They do not recognize the potential effects of early childhood investments on reducing repetition, thus improving internal efficiency and reducing primary school costs.

In the section on the age of entry to primary school, we find the following discussion:

"The educational significance of the age of entry depends partly on the quality of the educational environment outside the school. This has many dimensions, including child-rearing practices, the levels of educational activity in the home, the availability of informal pre-school groups, and the existence of opportunities to learn outside the home. Many studies of cognitive development indicate the importance of early leaning experiences for subsequent development and provide a compelling case for low entry ages to structured learning. The periods of greatest plasticity in intellectual development occur at the youngest ages and this is where the greatest gains appear to take place. Young children require less expensive learning materials and fewer specialized physical facilities than do older children. Differences in learning achievement between poor rural children from educationally disadvantaged backgrounds and their more favoured peers increase over time. Thus, providing equitable and early access to primary schooling is likely to lessen the cumulative differences that would otherwise emerge in learning achievement. If school effects have greater influence upon academic achievement than do out-of-school factors, the case for early enrollment is further strengthened.

"In general, reducing the entry-age to below 6 years is probably premature in countries where General Enrollment Ratios (GERs) remain well short of 100. Unless resources are increasing, the net effect could easily be to reduce further the GER over the primary cycle as a whole. The challenge is how to reduce equitably the entry-age, perhaps by utilizing community

resources—via play-groups and informally organized kindergartens—without adding to the pressure on resources." (pp. 154-5)

Although the authors recognize the importance of early learning, they do not make a link between investments in strengthening early learning and either reduced repetition or improved quality of primary schooling. Therefore, the policy option of providing support for the options mentioned (such as play groups and kindergartens) remains outside consideration within the models that are examined. Moreover, framing the issue in terms of "entry age" tends to distract from the basic idea recognized in the book—that investments in early learning prior to the entry into school have important later consequences for learning and for equity, efficiency and quality in primary school.

Educate or Perish
JOSEPH KI-ZERBO.
ABIDJAN: UNICEF REGIONAL OFFICE FOR WEST AND CENTRAL AFRICA, 1990.

In this provocative and refreshingly critical little book written for distribution at the World Conference on Education for All, Joseph Ki-Zerbo analyzes changes in African Societies (African Societies in Crisis) and looks at the movement toward "Education for All" in the African setting. Education for all, says Ki-Zerbo, "...does not mean sending everyone to *school*. Neither does it mean inflicting *a litany of tired platitudes* on all and sundry, as in those mass education classes where peasants raising cash crops on plantations are taught to write and recite passages by rote, like so many conditioned Pavlovian subjects." (p. 98) Further, "To provide education for all is *to render whole sections of the human population visible*, not by dragging them on to some stage like some lumpen exhibit, and not by rescuing them from some abyss of ignorance, but simply by enabling them to stand upright." (p. 99)

The author argues that schooling in Africa has been a failure. He posits a renovation of schooling based on three principles: Africanization, the Quest for Excellence, and Popularization. Such schooling would rescue African languages and values. It would build on the intrinsic worth of each individual human being, promote solidarity and responsibility, and foster creativity and a process of continuing initiation.

Primary Education for All: Learning from the BRAC Experience, A Case Study
AHMED, MANZOOR, C. CHABBOTT, A. JOSHI, AND R. PANDE.
WASHINGTON: USAID, 1993. 128PP.

A report of a project carried out under the auspices of project ABEL (Advancing Basic Education and Literacy).

This booklet presents the findings from a multi-donor, multi-disciplinary investigation of one of the more important implementations of a basic education philosophy and strategy in the developing world. It describes and analyzes the reasons for the success of the non-formal primary education project in Bangladesh carried out through a national non-governmental organization.

Education for All. What Are We Waiting For?
ANDERSON, MARY.
NEW YORK: UNICEF, 1992.

In the first half of this booklet, the author presents a brief description of the goals of Education for All and the current situation with respect to educational coverage, identifies 9 "building blocks" of education, and provides advice to innovators and Ministries of Education based on lessons learned. The second half of the booklet presents brief case studies of 6 educational innovations. These are: The BRAC Non-formal Primary Education Programme in Bangladesh; Escuela Nueva in Colombia; The Radio Language Arts Project in Kenya; The Radio-Assisted Community Basic Education Project in the Dominican Republic; the Zimbabwe Integrated Teacher Education Course; and SAWA: a magazine for children in war-torn Lebanon.

The Case For Investing in Basic Education

MARTIN CARNOY

NEW YORK: UNICEF 1992.

This 100-page booklet reviews extensive empirical research showing that investment in basic education has large payoffs. Economic, historical and moral arguments are presented, all pointing in a single direction: governments should focus on universal literacy and numeracy as their number one priority.

The first section of the booklet is titled "Basic Education and Early Childhood Development." In the discussion of early childhood development "basic education" seems to be equated with primary school education and the argument is that additional basic education creates better educated parents who will, in turn, provide better health and nutritional care for their children improving their chances in school and in life. Reasons are given why this is so, backed by research. The argument is good as far as it goes, but it is incomplete and its conceptual base is flawed.

What seems to be missing here is the fundamental redefinition of basic education promoted at the World Conference on Education for All, extending it downward to include learning that occurs during the preschool years. No mention is made of the importance of stimulation or of learning during the early years *as part of basic education*. Conceptually, the booklet continues to treat the early years as a period of preparation for basic education—as if learning and education begin with entrance into school.

Other sections of the booklet deal with the relationship of basic education to economic development, social participation and cultural development. The concluding chapter, titled "The Learning Society," sets out four ways education improves the conditions of children: through better-educated parents; through better preparation to contribute economically; by incorporating "disadvantaged" children more directly into society, creating a common sense of purpose; and by playing a "democratizing" role.

Basic Education: a social investment.

UNICEF/93-BOU0030/Maggie Murray Lee

UNICEF Facts for Life

REVISIONS AND VARIATIONS

In 1989, UNICEF, in conjunction with WHO, first published *Facts for Life*. This booklet presented 52 "prime messages" indicating "What every family and community has a right to know" about each of ten health topics: safe motherhood, timing births, child growth, breast-feeding, diarrhoea, immunization, home hygiene, coughs and colds, AIDS, and malaria. These messages were directed to communicators of all kinds—politicians, religious leaders, teachers, mass-media, health services, etc.—with the idea that they should help to inform and support parents in helping children to survive and grow. Over the last four years, more than eight million copies of this booklet have been printed, with national adjustments made along the way, in 176 different languages.

We have put "prime messages" in quotation marks, because we feel that the information presented should be treated as themes for discussion rather than presented as messages. This will be particularly evident in the case of early childhood development where messages must be put in cultural context and where the messages that come from outside may have to be adjusted to local norms and realities.

The first edition of *Facts* included eight messages in its section titled "Child Growth", the first seven of which dealt with nutrition. The eighth message in the section urged parents to "love your child, talk to your child and play with your child." In this way, the psychosocial part of child development was included, but was relegated to one message in 52, hidden within the category of growth and nutrition.

To fill what we thought was a glaring gap with respect to healthy psychosocial development in the presentation, some of our readers will remember that we solicited your help, now more than three years ago, to identify important messages regarding child development that might be included in a new section of a revised edition of *Facts*. We received various replies and forwarded them, together with some of our own ideas, to those charged with revising the booklet. Many of you received a copy of the new edition of *Facts* with Issue 13 of the *Coordinators' Notebook*. You may have noticed that, in contrast to the first edition, the revised version includes an entire section called "Child Development." The revised version incorporates many of the ideas you presented.

Here, we will present information about the revised edition of *Facts* (for those of you who have not seen it), as well as three other related publications, one of which is a national version of the original *Facts*, adjusted to include its early childhood development section.

UNICEF Facts for Life

NEW YORK: UNICEF,
REVISED EDITION, 1993

This revised edition of *Facts for Life* includes all ten of the previous themes plus a new section on child development. The prime messages for child development, each of which is backed by supporting information, are:

- Babies begin to learn rapidly from the moment they are born. By age two, most of the growth of the human brain is already complete. For good mental growth, the child's greatest need is the love and affection of adults.
- Play is important to a child's development. By playing, a child exercises mind and body and absorbs basic lessons about the world. Parents can help a child to play.
- Children learn how to behave by imitating the behaviour of those closest to them.
- Young children easily become angry, frightened, and tearful. Patience, understanding, and sympathy with the child's emotions will help the child to grow up happy, well-balanced, and well-behaved.

- Children need frequent approval and encouragement. Physical punishment is bad for a child's development.
- The foundations of learning well in school can be built by the parents in the earliest years of a child's life.
- A parent is the best observer of a child's development. Therefore all parents should know the warning signs which mean that a child is not making normal progress and that something may be wrong.

Available from UNICEF/New York, 3 United Nations Plaza, New York, NY 10017.

Children for Health

CHILD-TO-CHILD TRUST IN ASSOCIATION WITH UNICEF. ST ALBANS, THE UNITED KINGDOM: TALC, 1993.

This publication presents basic messages from *Facts for Life* in a way that can be used by children acting as communicators in their families and communities. In addition to presenting the prime messages and supporting information (often shortened), each section includes a set of "objectives for children's understanding and action,": suggestions for specific actions that children can take; a "basketful of ideas"; and some evaluation questions for children, teachers and health workers.

The authors have omitted one set of messages: timed births. They have added two other sections: accidents, and food for the family.

In the section on child development, it is suggested, for example, that:

- to understand how babies and young children pass through certain stages of development, children can: make a record of the baby's development, or tell, then mime the stages they passed through when they were very small.
- to understand better the role of play, they can discuss songs and games they know for playing with babies before they can walk and talk and they can ask grandparents what songs and games they know.

Actions suggested include playing with babies at home, talking and singing to babies, helping them look at and talk about objects, encouraging them to say more words, making toys and books, and helping to organize safe places to play.

Available from TALC, PO Box 49, St Albans, Herts AL1 4AX, United Kingdom.

Facts for Life: A Communication Challenge inviting all those who can put today's child care information in the hands of every Egyptian Family

EGYPTIAN PEDIATRICS ASSOCIATION IN CONJUNCTION WITH UNICEF/EGYPT. CAIRO: EGYPTIAN PEDIATRICS ASSOCIATION, AUGUST 1990.

One of the many adaptations of the original *Facts* was made in Egypt. The Egyptian version, like the Thai version and some others, included a section on early childhood development. The prime messages placed in the Egyptian publication are:

- When a baby looks at you: look back at him or her.
- Talk to a child to stimulate more talking.
- The child has a right to play.
- Use meal times to teach social skills.
- Be consistent and fair in treating your children.
- Early detection of a handicap or retardation will ensure better treatment and less permanent damage to the child.

Available in English from the Egyptian Pediatrics Association, New University Hospital, PO Box 1441, Cairo, Egypt; or from UNICEF, 8 Adnan Omar Sidky St., off Mosadek St., Dokki, Cairo, Egypt.

Desarrollo Psicosocial del Niño

CONSEJO EPISCOPAL LATINOAMERICANO (CELAM) DEPARTAMENTO DE PASTORAL SOCIAL, EN COORDINACIÓN CON EL SECRETARIADO LATINO-AMERICANO DE CARITAS Y UNICEF

BOGOTA

CELAM, MAYO DE 1993

This volume tries to synthesize a body of basic knowledge about the psychosocial development of the child that should be within reach of parents and families. The entire booklet is focussed on psychosocial development. Like the *Facts for Life* booklet, it is presented in the form of messages, organized according to four broad categories which are (in translation):

- The first contacts between the child and parents are fundamental.
- The child needs to establish a bond of love and affection.
- The child needs to interact with the surrounding world through play and language.
- A warm and secure family environment favors development of the child.

To provide an example of basic messages within one of these categories, the following are included under "a warm and secure family environment favors development of the child":

- Children that are part of loving and stimulating families have greater chances to develop in a healthy and happy way.
- The child needs a secure environment, with clear and consistent rules and limits.
- An environment of family irritation and violence is potentially harmful for a child's psychosocial development.
- Physical or psychological abuse injures a child's development.

Available in Spanish from CELAM, Carrera 5a, No. 118-31, Apartado Aéreo 51086, Santafé de Bogotá, D.C., Colombia.

EACH OF THE ABOVE PUBLICATIONS CAN PROVIDE A STIMULATING STARTING POINT FOR GROUP DISCUSSIONS REGARDING THE FAMILY ENVIRONMENT THAT WILL BE MOST SUPPORTIVE FOR HEALTHY DEVELOPMENT DURING THE EARLY MONTHS AND YEARS OF A CHILD'S LIFE.

Los Doce Que Sobreviven (The Twelve Who Survive)

ROBERT G. MYERS

ALBANY, NEW YORK, PAHO

1993

Robert G. Myers' book, *The Twelve Who Survive*, has been published in Spanish. The title is *Los Doce que Sobreviven*. This paperback sells for $30.00 for people in Europe and North America. It can be purchased for $22.00 by individuals from developing countries. If a relatively large number of copies are desired for distribution to people with whom you work, it may be possible to negotiate a better price. It was published by the Pan American Health Organisation (PAHO).

Available from: PAHO Publications, 49 Sheridan Avenue, Albany, New York 12210. Tel: 518-436-9686 Ext. 18.

UNICEF 5847/Vilas

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Calendar

June 20-23, 1994

"Stronger Children-Stronger Families", 1994 Year-of-the-Family Invitational Conference on the U.N. Convention on the Rights of the Child, will be held at the University of Victoria, in Victoria, British Columbia.

The Conference "themes" include:

- Education and leisure for children;
- Working families and child care;
- Children in situations of emergency and children in situations of exploitation;
- Supporting families with children with disabilities and integrating children with disabilities;
- Children and the legal system—programs and policies to support children and families;
- Respecting the cultural heritage of children and families in minority and indigenous families;
- Basic health and welfare of children and families: early intervention/prevention programs and policies to support children and families.

For more information contact: Sandra Griffin, Co-chair, Conference Committee, Stronger Children—Stronger Families, School of Children and Youth Welfare, University of Victoria, P.O. Box 1700, Victoria, B.C. V8V 2Y2, Canada. Tel: 604 721-7979. Fax: 604 721-7067.

July 18-23, 1994

XIII World Congress of Sociology thematic group on the Sociology of Childhood will meet in Bielefeld, Germany.

Sessions will focus on the following topics:

- Monitoring children's conditions across the world;
- Theories and methods in childhood analysis (children as informants, childhood statistics);
- Children's activities;
- Children at risk and politics of childhood;
- Intergenerational relations, shifting solidarities;
- The "bond-less" world of childhood and youth.

For more information contact: Francisco Pilotti, Instituto Interamericano del Niño, Av. 8 de Octubre, 2904-11600 Montevideo, Uruguay.

September 5-13, 1994

The International Conference on Population and Development: Choices and Responsibilities will be held in Cairo, Egypt.

Convened by the United Nations, the International Conference on Population and Development (ICPD) seeks to forge a new international consensus that population concerns should be at the center of all economic, social, political and environmental activities.

Central concerns of the conference include:

- Acknowledging the needs of individuals, families, communities and countries for better health services, education, housing, employment, other measures to alleviate poverty, and economic opportunities for women.
- Enabling informed choices, including—ensuring access to and awareness of safe, affordable family planning methods; forging partnerships among governments, local communities, NGOs and the private sector to increase domestic spending and international assistance for population activities.
- Recognizing the links among population, the environment, sustained economic growth and sustainable development.

For more information contact ICPD Secretariat, 220 E. 42nd St, 22nd floor, New York, NY 10017, USA. Fax: 212 297-5250.

Calendar

March 6-12, 1995

The UN World Summit for Social Development will be held in Copenhagen, Denmark.

Its goal is to promote the economic and social advancement of all peoples and outline the forms of international cooperation and national policies to foster such programs. Three key issues will provide the focus for the Summit:

- Eradication of poverty—economic policies, both at the national and multilateral level which will support economic and social efficiency in an environmentally sustainable manner;
- Enhancing productive employment—unemployment and low productivity employment as outstanding economic and social problems leading to poverty; and,
- Social integration—the cohesion of societies and communities at all levels is eroding with serious consequences for the security of states and the well-being of individuals.

For more information, contact: Women's Environment and Development Organization, 845 Third Avenue, 15th floor, New York, New York 10022, USA. Fax 212 759-8647. Telephone 212 759-7982.

The Coordinators' Notebook, a publication of the Consultative Group on Early Childhood Care and Development, is published twice annually.

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THE CONSULTATIVE GROUP ON EARLY CHILDHOOD CARE AND DEVELOPMENT (CG) is an international, interagency group dedicated to improving the condition of young children at risk. The CG grounds its work in a cross-disciplinary view of child care and development.

Launched in 1984, the CG has taken as its main purpose the fostering of communication among international donor agencies and their national counterparts, among decision-makers, funders, researchers, programme providers, parents and communities with the goal of strengthening programmes benefitting young children and their families.

The Consultative Group is administered and represented by its Secretariat. The Group includes an International Advisory Committee and a broad-based network of participating organizations and individuals who share a commitment to fostering the well-being and healthy development of young children.

The CG is housed in UNICEF. Administrative backstopping is provided by the High/Scope Foundation. Financial support for the Secretariat comes from participating organizations.

GOALS

TO INCREASE THE KNOWLEDGE BASE The CG gathers, synthesizes and disseminates information on children's development, drawing from field experiences, traditional wisdom and scientific research.

TO SERVE AS A CATALYST The CG works to increase awareness of issues affecting children, developing materials and strategies to help move communities, organizations and governments from rhetoric to practice, from policy to programming.

TO BUILD BRIDGES The CG fosters networking among those with common concerns and interests, working across sectoral divisions, putting people in touch with the work of others by organizing meetings, by disseminating information through publications, and by serving as a communications point.

TO SERVE AS A SOUNDING BOARD The CG engages in dialogue with funders and decision-makers about developments in the field, providing the base for policy formulation, planning, programming and implementation.

Members of the Secretariat occasionally provide technical assistance to individual organizations in programme design, implementation and evaluation, and in the writing of technical papers and reports.

The *Coordinators' Notebook* is produced twice annually. It is one of our networking tools. Each issue focusses on a particular issue or topic, as well as offering network news. We try to provide information on the most appropriate research, field experience and practices to benefit individuals working with young children and their families. We encourage you to share this information with the other networks you take part in. Feel free to copy portions of this *Notebook* and disseminate the information to those who could benefit from it. Please let us know about any programmes or efforts benefitting young children and their families in which you may be involved.

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